DOCUMENT RESUME

ED 357 459 EA 024 879

TITLE	Community Education: A Resource and Planning Guide.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	92
NOTE	96p.
AVAILABLE FROM	Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179 (Bulletin No. 93175).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Community Coordination; *Community Education; *Community Planning; Community Programs; *Community Schools; Elementary Secondary Education; *School Community Relationship
IDENTIFIERS	*Wisconsin

ABSTRACT

Suggestions for developing active school-community partnerships are offered in this guidebook, which is based on the experiences of many Wisconsin communities. A central theme is that today's public schools must rediscover the importance of integrating the entire community with the formal education process and lifelong learning. Chapter 1 describes how community education can make a difference by serving both students and community members. A history of community education is offered in chapter 2. The third chapter offers planning strategies that range from conceptualizing the idea to initiating the program to conducting an evaluation. Ways to make the plan a reality are described in chapter 4, with a focus on coordinator responsibilities and program offerings, policies, and evaluation. Appendices contain several sample forms, questionnaires, policy statements, agreements, relevant Wisconsin statutes, and a glossary. Sixteen figures are included. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED357459

COMMUNITY EDUCATION

A Resource and Planning Guide.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

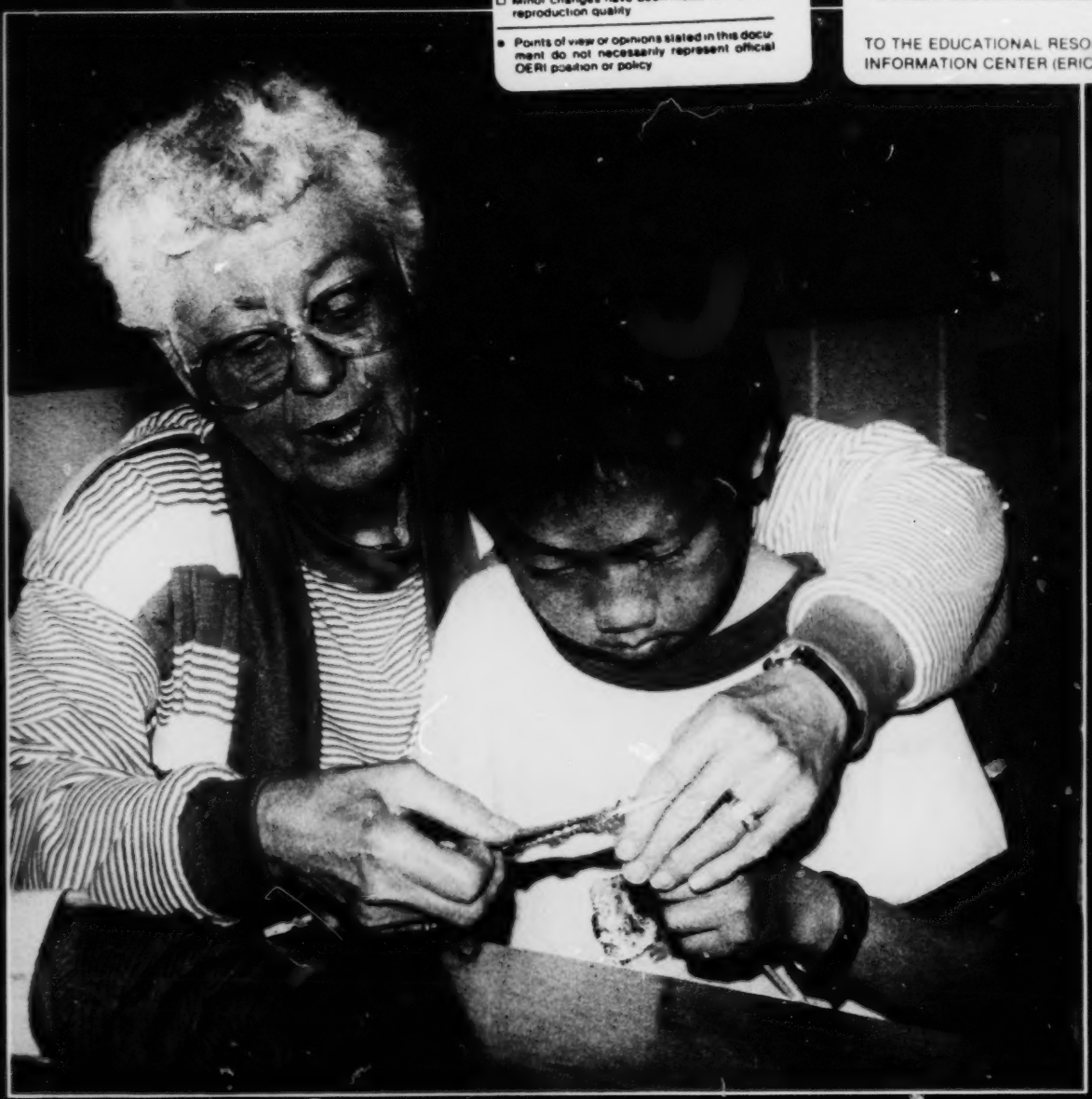
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. S. Harmatuck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Wisconsin Department of Public Instruction / Herbert J. Grover, State Superintendent

EA 024 879

BEST COPY AVAILABLE

SA

Community Education:
A Resource and Planning Guide

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

Stanley J. Potts
Consultant
Bureau for School and Community Relations

James Stewart
Director
Community Education Development Center
University of Wisconsin-River Falls

Steve Dold
Administrator
Division for Management and Budget

Jane Grinde
Director
Bureau for School and Community Relations

This publication is available from:

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee, WI 53293-0179
(800) 243-8782

The cover features a photograph by Bob Radunz
of the *Wausau Daily Herald* of Wausau, Wisconsin.

Bulletin No. 93175

Copyright © 1992 by Wisconsin Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of race, color, religion, sex, national origin, age, or handicap.

Printed on Recycled Paper

Contents

Foreword v
Acknowledgments vii

1 Community Education Can Make a Difference
Linking Schools and Communities 1
Fostering Community and School Partnerships 3
The Need for Community Education 4
Restructuring Our Schools 6
Summary 6

2 The History of Community Education
How it All Began 9
State Legislation 10
State Leadership 10
The Wisconsin Model of Community Education 10
The Five Components of the Wisconsin Model 11
The Status of Community Education in Wisconsin 13
Summary 13

3 Planning Strategies
Community Education Development 17
Summary 33

4 Making Community Education a Reality
The Process Has Begun 35
Program Policies 36
Program Information and Evaluation 39
Summary 39

5 Resources
Community Education State Organizations 41
Lighthouse Models 42
Selected Model Programs 43
National Organizations 50
International Organizations 50
Audiovisual Resources 50
Families in Education Packets 50
Books 51
Handbooks and Brochures 51

6 Appendixes

A. Dorothy Enderis: Milwaukee's "Lady of the Lighted Schoolhouse" 54
B. Interagency Agreement on Community Education 56
C. Wisconsin State Statutes Affecting Community Education 59
D. Sample Steering Committee Resolution 61
E. Sample School Board Resolution to Adopt Community Education 62
F. Sample School Board and Advisory Council Working Agreement 63
G. Sample Policy Statements for School Board 64
H. Sample Advisory Council Constitution and Bylaws 65
I. Sample Needs Assessment Survey 66
J. Sample Telephone Survey to Assess Community Needs 71
K. Sample Community Education Questionnaire 73
L. Sample Community Education Coordinator Job Description 76
M. Sample Student Roster 77
N. Sample Facilities-Use Policies 78
O. Sample Facilities-Use Application 79
P. Sample Program/Instructor Agreement 83
Q. Sample Instructor/Course Confirmation 84
R. Sample Building Supervisor Agreement 85
S. Sample Instructor/Supervisor Evaluation 86
T. Sample Participant Evaluation 87
U. DPI Community Education Annual Report 88
V. Glossary 90

Foreword

Every day community education programs in Wisconsin and across the United States demonstrate how active school-community partnerships can improve our schools. Community education clearly brings about a stronger partnership, and schools become learning centers for people of all ages.

The concept of community education is not new. In John Dewey's 1916 book *Democracy and Education*, he championed the contemporary principle that the school must become a unifying force in the community. Today public schools must rediscover the importance of integrating the entire community with the formal education process and lifelong learning.

The idea that the school is a community learning center is perhaps best summed up by Elise Clapp in her work from 1939: *"A community school is a used place, a place used freely and informally for all the needs of living and learning. It is, in effect, the place where learning and living converge."*

Just as Clapp endeavored to rally support for change, schools must seek broader citizen support and involvement in order to improve the quality of our schools. A fundamental change in thinking and mission must occur. When a school district adopts a community education philosophy, it is a first step to improving the level of support and enabling schools to become community learning centers.

The community education philosophy allows the school district to chart a course toward helping all citizens meet their educational needs instead of simply focusing on K-12 youths in isolation from the total community's resources.

Herbert J. Grover
State Superintendent of Public Instruction

Acknowledgments

This resource and planning guide is a collaborative effort of the Department of Public Instruction and the Community Education Development Center at the University of Wisconsin-River Falls and its publication *Planning Handbook for Community Education Programs*. Eric Smith, director of the Dane County Service Center of Cooperative Educational Service Agency 2, began work on this publication while he was a DPI consultant in the Bureau for School and Community Relations.

Special thanks to Eric and other resource and planning guide committee members who provided invaluable guidance, direction, and vision.

Committee members were:

Germaine Hillmer
Public Information Coordinator
Kettle Moraine School District

George Kliminski
Director
Community Education Center
University of Wisconsin-Madison

Steven Koch
District Administrator
Pulaski Community School District

Karen Jensen
Principal
Meadowbrook Elementary School
Waukesha School District

Patricia McIntosh
Principal
Sugar Creek Elementary School
Verona Area School District

John Schmitt
Community Education Director
Verona Area School District

Eric Smith
Director
Cooperative Educational Service
Agency 2—Dane County Services
Madison

Vivian Whitmore
Recreation Supervisor
Milwaukee School District

Department of Public Instruction staff members who also contributed to this guide include: Lisa Hildebrand, publications editor; Kathy Addie, management information technician; Victoria Rettenmund, graphic artist; and Jessica Early and Lisa Isgitt, proofreaders.

Richard Klatt, retired community education director of the Unity School District in Balsam Lake, and Hugh Smith, retired high school relations director at Wisconsin Indianhead Technical College in Ashland, also assisted with the UW-River Falls effort, and their work is greatly appreciated.

Special thanks to the numerous school districts that provided sample forms for this guide, including the D.C. Everest Area School District, New Richmond School District, Unity School District, Waunakee Community School District, Sauk Prairie School District, and South Washington (Minnesota) School District.

Steve Parson, director of outreach programs at Virginia Polytechnic Institute and State University in Blacksburg, Virginia; Starla Jewell-Kelly, executive director of the National Community Education Association; and Linda Moore, senior associate for the Institute for Education Leadership; reviewed this guide, and their comments are greatly appreciated.

Community Education Can Make A Difference

1

Linking Schools and Communities

In many Wisconsin communities, public schools serve as neighborhood hubs for learning and sharing. As the state's largest tax-supported institutions, public schools are part of a broad fabric and rich legacy built on community involvement. Wisconsin was the first state in the nation to enact legislation (1911) that promoted citizen use of school facilities and has long upheld the notion that a unique partnership exists between a school district and the community it serves. The local school, as a place to learn, share, and enjoy, is an unequaled community resource.

How then can educators and citizens come together to make the community school a reality? How can school districts reach out and involve all citizens as teachers, students, and partners in learning? The answer may lie in part in a new concept—community education.

In a growing number of school districts across Wisconsin and the nation, community education is making a difference. Community education links the school and the community and embodies the ideals of the true community school.

Community education is based on the belief that school and community goals are inseparable. The process of developing community education in a school district will lead to a renewed spirit of sharing and an opportunity for all citizens to be both teachers and students in a community school, a school for the twenty-first century.

What is Community Education?

Today more than ever before schools are being asked to provide solutions to a growing list of societal problems. While there is no shortage of ideas and programs to meet these demands, there often is a shortage of resources. Community education can be an important ally as a school district attempts to effectively manage the expectations placed upon it. For educators and citizens seeking to promote stronger community bonds, this guide offers a starting point.

Joseph K. Hart summed up the fundamental reason for community education: "The democratic problem in education is not primarily a problem of training children; it is the problem of *making a community* within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so."

Community education, broken down into its simplest form, is a system that utilizes identified local resources to provide for the efficient delivery of human and educational services and equal access to information. This process is fueled by ongoing and regular input from a broad range of community members.

When fully implemented, a community education program will

- provide a link between classroom teachers and community resources that can be used to enhance the learning environment and promote better public understanding;
- provide an extensive range of educational programs for community members of all ages;
- increase citizen participation on school advisory councils and school decision-making committees;
- increase the quality and breadth of communication to residents;

• provide a ready source of information to all citizens about programs and learning opportunities offered by local agencies;
• promote cooperation between the schools and specific groups of residents, such as senior citizens, to gain their involvement and support in educational programs;
• substantially increase the use of school buildings by area residents; and
• provide an ongoing relationship with community and area agencies to coordinate services and improve delivery of education-related services.

Community education is gaining support across the country and is growing out of a desire for comprehensive and coordinated development of educational, recreational, and social services for all community members. A 1990 survey by the C.S. Mott Foundation of Flint, Michigan, reported an estimated 10,500 schools available for community use in the United States. (Weaver, 1992) By acting as a facilitator between service providers and service consumers, public schools exhibit a unique ability to assist in diversifying and enhancing programs, services, and experiences for many organizations and individuals seeking to improve community life. Lifelong involvement in the education process becomes even more important as changes in our rapidly developing technological lifestyle demand continuous updating of the knowledge, skills, competencies, and interests of all community members.

No single institution, agency, or organization is adequately capable of providing or delivering community education, but the local K-12 public school district can and should be the catalyst to help promote communitywide coordination so that all efforts can contribute to a comprehensive program. By developing school-community partnerships, community education results in the coordination and sharing of resources, citizen participation, and lifelong learning opportunities for all citizens.

Building Bridges

"Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across this moat there is a drawbridge, which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to the island in the morning and back to the mainland at night. Why do these young people go out to the island? They go there in order to learn how to live on the mainland." (Carr, 1942)

As public schools are called upon to provide much more than the ABCs, the drawbridge extended to the community becomes increasingly vital. From health education, breakfast programs, and early childhood programs to special education, gifted and talented programs, and child care, schools provide much more than reading, writing, and arithmetic. While many people ask how much schools should or can do, the demands increase. They must be addressed. The question then becomes, what is the proper role of schools as we move into the twenty-first century?

A promising opportunity for schools lies in the concept of delivering services via the community education model. Community education programs are leading the way as an important ally in a school administrator's search to effectively manage the growing list of expectations placed on a district. Community education is an operational philosophy of education and a system for improving delivery of a community's educational services that positively affects the quality of life for all community members. It empowers people to participate in decisions that effect them and their community; thereby improving the quality of the decision and ultimately the quality of life. Community education includes
• a systematic involvement of community members of all ages with an efficient method of delivering services;
• maximum utilization of a community's human, physical, and financial resources;
• collaboration and coordination with local agencies and organizations;
• lifelong learning opportunities for various types of experiences for all community members, regardless of age;
• democratic involvement of community members in decision making and problem solving;
• a mindset that schools can be utilized as full-service community centers; and
• community-centered educational curricula, programs, and services.

Public schools always have provided a key resource in the broader support of a community's basic human needs. The link between school and community is based on the traditional philosophy of the one-room country school. This school was the gathering place for the community, serving a variety of social, cultural, and recreational needs in addition to its primary mission for educating the community's children.

Since World War II, schools in the United States have undergone a "professionalization" as a response to a society characterized by significant urbanization, an increase in dual-income households, and greater role specialization. While the local public school remains the most grassroots, neighborhood-centered public institution in the United States, its link with the day-to-day needs of its citizens has broken down. Despite societal changes, the neighborhood school continues to be one of the most visible, important, and potentially useful public institutions in our society.

Fostering Community and School Partnerships

As society changes, our schools and communities also must change to meet new demands. Schools and communities that work together through community education can provide several types of program initiatives for all members of society.

Parent, Family, and Citizen Involvement

Throughout the United States, community involvement in the schools is being recognized as a major educational phenomenon. These efforts range from classroom volunteers to significant parent and citizen involvement on school decision-making committees. One goal of community education is to offer a means for community members to play major roles in determining the quality and type of education offered in their communities.

The League of Schools Reaching Out, which is part of the Institute for Responsive Education, has detailed six types of family and community involvement in children's learning

- parenting: to help all families develop skills to raise their children
- communicating: to design more effective forms of communication to reach all families
- volunteering: to recruit and organize parent help and support
- learning at home: to provide ideas to families on how to help children at home
- representing other parents: to recruit and train parents to participate in school governance and advocacy
- community outreach: to establish partnerships with individuals and organizations in the community (League of Schools Reaching Out)

Meaningful community involvement is a two-way street. Educators must increase their commitment to involve all community members in the educational decision-making process. Educators need to obtain the skills necessary to collaborate with the community and must be willing to relinquish authority. Parents, families, and citizens should establish ways to join teachers to help their children learn.

Schools as Lifelong Learning Centers

Schools are ideal for serving as educational centers for people of all ages because of their proximity to citizens and their design as places of learning.

Community education programs have taken a lead role in promoting schools as full-service community centers. Schools and communities together offer general leisure and enrichment activities as well as vocational-training and career-development courses. Through community education, many community and regional service agencies take their programs and services directly to the people by using local school buildings. Community education acts as an information clearinghouse to inform the public of educational offerings and responds to public inquiries for education- and social-related services.

Intergenerational: Youths and Senior Citizens

In recent years, state and national initiatives have promoted bringing youths and senior citizens together. These initiatives were brought about by society's changing demographics. Smaller and blended families, single-parent families, age-segregated housing, and separation from the extended family all are compelling reasons for programs designed to bring old and young people together. Removing the isolation of senior citizens, promoting improved understanding between the young and old, and utilizing the skills and knowledge of older adults (such as mentoring programs for at-risk students) are the results of intergenerational programs currently emerging.

Community education serves as a primary link between youths and older adults. It narrows the gap between generations by collaborating with

agencies that serve older adults, identifying senior citizens who are willing to contribute, and discovering ways for older adults to assist and encourage students. Bringing young people and senior citizens together in the schools is a logical arrangement with multiple benefits.

Youth Service Learning

Numerous schools encourage students to volunteer in the community, and some offer high-school credit. Research indicates that by volunteering, youths can increase self-esteem, improve their understanding of a democratic society, and learn the importance of helping someone in need. (Bogenschneider, Riley, and Small, 1991) Youth service programs provide an excellent opportunity for students to become involved in their communities and, ultimately, develop strong, local ties. This emerging trend is another opportunity that matches community resources with student needs and thrusts the school into the community.

Collaboration with Community Agencies

Many community and regional service agencies can be more easily accessible to communities through community education. Various public and private agencies provide health, recreation, human, and social services, as well as educational programs. A primary goal of community education is to act as the community advocate for citizens in understanding and gaining access to needed services. Through interagency agreements, referral services, cooperative planning, production of program-information brochures, and access to school facilities, community education takes a lead role in fostering greater agency effectiveness at the grass-roots level.

Vital local issues impacting schools continue to emerge. Educators, school boards, and citizens must address emerging issues proactively rather than react in a crisis situation or ignore the program. A district with an effective outreach effort, a school policy oriented to broad public communication, and a strong philosophy of community involvement will be prepared to address the issue of the school's emerging and changing role in society.

The Need for Community Education

The local school district, long associated with the quality of community life, often is the first agency society turns to for help in solving problems. Schools that initiate partnerships and are open to all citizens for a broad variety of lifelong learning programs can mobilize and bring community resources to the aid of school and community problems.

Regardless of size, tax base, or population, local school districts face serious and complex challenges. There is a significant demand for schools to serve as a community resource beyond the role of K-12 education. This is not a demand for the return of the country school, but it is a renewal of the idea that schools belong to the community and are among its most prized possessions.

The need for schools to adjust to a dynamic society has never been more apparent. Changes in the family, demographics, and the work place present imposing challenges to schools and society in general.

Changes in the Family

Children and their family structures are changing rapidly and dramatically. Demographer Harold L. Hodgkinson illustrated these changes in his book *Beyond the Schools*. Hodgkinson's findings show that the number of people living with nonrelatives increased 46.3 percent from 1980 to 1990. Also, single female heads of households increased by 35.6 percent (see Figure 1).

Because of these changes, the definition of family has changed dramatically. In 1955, 60 percent of the nation's households had a mother, father, and two or more school-age children. In 1986, this figure fell to an estimated 11 percent. (Wilhoit, 1988)

These changes must be taken into account as the public considers the future role of schools. Local districts must consider the changing family structure when they educate today's youths and as schools move into the twenty-first century. The schools of the twenty-first century will be, as Elise Clapp described in 1939, a "place where living and learning converge."

Figure 1

U.S. Family Structure

	1980	1990	% Change
All households	80,467,000	93,920,000	+16.7
Family households	59,190,000	66,652,000	+12.4
Married couples	48,990,000	52,837,000	+7.9
without children	24,210,000	28,315,000	+17.0
with children	24,780,000	24,522,000	-1.0
Single female head of household	8,205,000	11,130,000	+35.6
Single male head of household	1,995,000	2,575,000	+29.1
People living alone	18,202,000	22,879,000	+25.7
People living with nonrelatives	3,075,000	4,500,000	+46.3

Source: Hodgkinson, *Beyond the Schools*

A Changing Population

Just as the family structure continues to change in the United States, so does the population structure. In 1985, 28 percent of children in the United States was designated as minorities. By 1990, this figure increased to 29.7 percent; and by the year 2000 forecasts are for 32.7 percent minorities. (Children's Defense Fund, 1990) The United States population grew by 10 percent from 1980 to 1990; however, the largest growth was among minority populations. The white population grew by 8 percent, the black population by 16 percent, the Hispanic population by 44 percent, and the Asian population and other populations together grew by 65 percent. Although the white population grew by 8 percent, white people in the United States now only account for 84 percent of the total, down from 86 percent in 1980. (Hodgkinson, 1991)

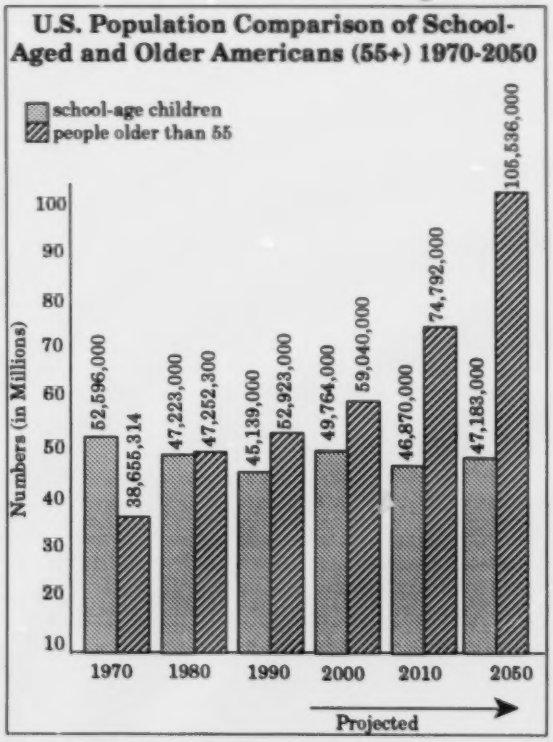
Also in 1980, for the first time in U.S. history, there were more people older than 55 than school-age children ages 5 to 18 (see Figure 2). By 1990, less than 20 percent of the all households had one or more school-age children (six to 17 years old), according to the U.S. Census Bureau.

Changes in the Work Place

As society continues to change, so too must its work force. These changes must be taken into account as schools educate today's children. Of all the people expected to be in the work place in the year 2000, 80 percent already are there; but the job they have now most likely will not be the job they will have in the year 2000. (Ferguson and Ross, 1985) Thus, the educational process for communities cannot end with a high school diploma.

While the United States continues to grow and develop as an advanced industrialized nation, it also is becoming a society with more women in the work force. Sixty percent of mothers of preschool children (younger than six years old) and 82 percent of mothers with children younger than 18 work outside the home at least part-time, according to the 1990 census. (Hodgkinson, 1992)

Figure 2



Source: U.S. Census Bureau

The following comment from an April 1983 report by the National Commission on Excellence in Education, *A Nation at Risk,* illustrates the importance of a learning society that is predicated on a community's involvement in its schools.

"At the heart of the learning society are educational opportunities extending far beyond the traditional institutions of learning, our schools and colleges. They extend into the homes and work places; into libraries, art galleries, museums, and science centers; indeed, into every place where the individual can develop and mature in work and life. But without lifelong learning, one's skills will become rapidly dated."

Restructuring Our Schools

Wisconsin and the nation are addressing the need to restructure our schools. Community education can be a vehicle to assist and support school districts as they consider the task of restructuring their schools. Many components proposed as part of education reform closely align with the community education philosophy.

In 1990, Wisconsin's Commission on Schools for the 21st Century developed a set of recommendations that "call for restructuring our public schools to achieve a new set of goals. These goals reflect the importance of having an educated and responsible citizenry for a democratic society capable of competing in a world class economy. A renewed partnership among schools, parents, and the community will be required." Many of the goals and recommendations outlined by the commission are directly linked with community education.

President George Bush also challenged U.S. citizens to make changes in their schools in his America 2000 education strategy of 1991. Bush called on every community to improve literacy for all U.S. citizens, ensure that all children begin school ready to learn, create business and community skills clinics, and urge parents to create new schools in their communities. In short, Bush urged communities to become places where learning will happen. (U.S. Department of Education, 1991)

In Hodgkinson's *Beyond the Schools*, the American Association of School Administrators and the National School Boards Association suggest ten strategies that should be considered as the nation contemplates restructuring public schools. These ten strategies are

- focus on children
- establish collaboration among school boards, administrators, teachers, community leaders, and governmental institutions at the federal, state, and local levels
- involve parents and other adult volunteers
- offer a parent education program in every school
- renew the school curriculum
- ensure equal and ready access to high quality education for all students
- provide early childhood education and child-care programs that have appropriate, strong educational components
- devise ways of attracting the brightest and best to careers in education, with special emphasis on minorities
- demand adequate funding
- help move immigrants into the mainstream of American life quickly

Summary

Community education can make a difference. When community members decide the time has arrived to share resources and to resolve local programs through a collaborative effort, the community education process works.

Issues facing communities and their schools can be overwhelming. However, community education offers every school district an opportunity to meet the challenges in a planned, organized manner. Community education provides the tools for school districts to help meet the ever-changing events and challenges facing schools and communities now and into the next century.

References

Bogenschneider, Karen, Dave Riley, and Stephen Small. *An Ecological, Risk-Focused Approach for Assessing Youth-At-Risk Issues.* Madison, WI: University of Wisconsin-Extension, 1981.

Carr, William G. "Linking Schools with Life." In *Community Life in a Democracy.* Ed. F.C. Bingham. Chicago: National Congress of Parents and Teachers, 1942.

Children's Defense Fund. *SOS America! A Children's Defense Budget.* New York: CDF, 1990.

Clapp, Elise. *Community Schools in Action.* New York: The Viking Press, 1939.

Commission on Schools for the 21st Century. *A New Design for Education in Wisconsin—Schools Capable of Continuous Improvement.* Madison, WI: State of Wisconsin, 1990.

Dewey, John. *Democracy and Education*. New York: The MacMillan Co., 1916.

Ferguson, Donald, and Virginia Ross. "A Report on Emerging Educational Issues For NSPRA Members." *Scanner* (Arlington, VA: National School Public Relations Association) 3.1 (1985).

Hart, Joseph K. *A Social Interpretation of Education*. New York: Henry Holt and Company, 1954.

Hodgkinson, Harold L. *A Demographic Look at Tomorrow*. Washington, DC: Institute for Educational Leadership, 1992.

Hodgkinson, Harold L. *Beyond the Schools*. Arlington, VA: American Association of School Administrators and Alexandria VA: National School Boards Association, 1991.

League of Schools Reaching Out. Boston, MA: Institute for Responsive Education, 1991.

National Commission on Excellence in Education. *A Nation At Risk*. Washington, DC: U.S. Department of Education, 1983.

U.S. Department of Education. *America 2000: An Education Strategy*. Washington, DC: U.S. Department of Education, 1991.

Weaver, Donald C. "The Community Education Ethos: Relationship of Principles to Practice." *Community Education Journal* (Winter 1992).

Wilhoit, Gene. "The Demands of Demographics: New Opportunities for Community Education." *Community Education Journal* (July 1988).

Wisconsin Department of Public Instruction. *The Wisconsin School Administrator Selection Guide*. Madison, WI: DPI, 1991.

The History of Community Education

How it All Began

Many consider Flint, Michigan, the birthplace of community education. Philanthropist Charles Stewart Mott and physical education teacher Frank Manley often are credited with initiating the first community education program. In 1934 they opened the Flint schools for community activities when the schools were not used for the regular K-12 education program. (Boo and Decker, 1985)

Milwaukee, however, had its own version of community education years earlier. In the early 1900s, Milwaukee schools were opened day and night to immigrants who needed basic skills in English. Dorothy C. Enderis, Milwaukee's recreation director, became known as the "Lady of the Lighted Schoolhouse" as the driving force behind Milwaukee's national prominence as the "City of the Lighted Schoolhouse" (see Appendix A). Based on this experience, in 1911 Wisconsin became the first state in the nation to pass legislation providing open access to school facilities for all citizens.

The modern era of community education in Wisconsin began in 1975, when the federal Community Education Act was passed. This act provided incentive funds for state education agencies to create community education centers.

In 1976, the state Department of Public Instruction (DPI) received a federal grant for community education, and in January 1977 hired Eric Smith as the state's first community education coordinator. In 1977, State Superintendent of Public Instruction Barbara Thompson appointed a state advisory committee on community education that included representatives from the University of Wisconsin (UW) System; the Vocational, Technical, and Adult Education (VTAE) System; and DPI. Two years later, the committee approved a state plan including the five components of the Wisconsin Model of Community Education. In 1982, DPI, the UW System, and the VTAE System signed an interagency agreement on community education that continues to serve as an active guide for community education cooperation in Wisconsin (see Appendix B). Some of the early Wisconsin school districts involved in community education were the Milwaukee School District, the Pulaski Community School District, the D.C. Everest Area School District, and the Unity School District.

Community education continued to prosper in Wisconsin in the 1980s. In 1981, state community education leaders established the Wisconsin Community Education Association (WCEA). That same year, Indianhead Technical College in northwestern Wisconsin formed the Indianhead Community Education Planning and Assessment Council (ICEPAC).

In 1988, the original state plan for community education was revised to include the following three goals:

- Create an opportunity for every school district in Wisconsin to design, implement, and maintain a community education program.
- Develop an awareness program for, and establish partnerships with, related public agencies and institutions.
- Design a plan for ongoing assessment and evaluation for Wisconsin community education programs.

State Legislation

Various Wisconsin statutes provide for extended use of public school facilities at the control and discretion of local school boards (see Appendix C). Community education is specifically addressed in statute 120.13(19). This statute gives school boards the authority to "establish and maintain community education, training, recreational, cultural, or athletic programs and services outside the regular curricular and extracurricular programs for pupils..."

Extended use of public school facilities through school involvement in recreational activities is detailed in Wisconsin statute 66.527 which says in part, "funds for the establishment, operation, and maintenance of a department of recreation may be provided by the governing body of any town or school district..."

State Leadership

Educational systems throughout the state work together to encourage community education programs. The University of Wisconsin-Madison, and the University of Wisconsin-River Falls, and DPI all provide consultants and trainers to local school districts. In addition, the Wisconsin Community Education Association (WCEA) and some of the state's regional cooperative educational service agencies (CESAs) offer assistance to local community education personnel and advisory council representatives. Chapter 5 provides a detailed list of state and national resources.

The Department of Public Instruction coordinates state community education programs, provides development and technical assistance to communities, sponsors outreach educational programs, coordinates collaborative efforts with various agencies, and provides leadership in establishing a statewide direction for community education development.

The community education training center at UW-Madison is in the Department of Educational Administration, and the center at UW-River Falls is in the Rural Development Institute and is sponsored by the College of Education. These centers have the following functions:

- to disseminate information about community education throughout the UW System and to assist in providing information to state school districts.
- to assist in implementing programs and processes related to community education in local communities; at universities and technical colleges; and at state, regional, and national leadership levels.
- to provide professional and technical training opportunities in community education.

The Wisconsin Community Education Association provides support, recognition, networking options, training opportunities, and critical news and information to members. The organization also offers an annual conference for community education representatives.

The state association recently created three community education regions in the state. These regions provide leadership, networking, and training for school districts in their areas. Region 1 is the Indianhead Community Education Planning and Assessment Council (ICEPAC) in the northwestern part of the state, Region 2 is in the northeastern part of the state, and Region 3 is the Southern Region Community Education Network. See map on page 42.

In early 1991, the state's CESAs launched a community education network. CESAs 1 and 2 have provided leadership to train CESA staff members who offer support to school districts seeking information related to community education. This group assists local school districts in developing community education. Its strategies include

- training community education personnel,
- assisting local districts in implementing community education,
- providing community education resources at the CESA level, and
- developing grant and other funding ideas to implement the strategic plan.

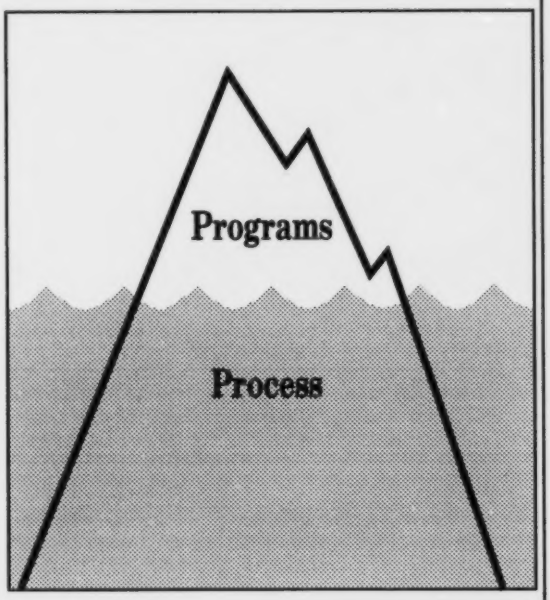
The Wisconsin Model of Community Education

The Wisconsin Model of Community Education is based on the belief that citizen involvement means more than the number of people enrolled in courses or activities. It is the development of human potential. A sound, well-conceived program encourages participation in the decision-making process and increases motivation and human interaction within a community. Community education is intentionally designed to provide a mechanism to obtain a cross-section of input and

Iceberg Analogy

"To place the program phase in the proper perspective, the analogy of an iceberg will be used. The iceberg is a massive chunk of ice drifting in the ocean currents. Mariners know that only the top of the berg is showing and that the tip only represents a small portion of the entire iceberg. In this relationship, the community education concept is analogous to the iceberg.

When many persons observe community education, they only see the tip or the program phrase of the total process, but the power, the strength, and the mass of community education occur 'under the waterline.' Here cooperation takes place; here surveys are completed to ascertain wants and needs of people; here is true community education. Community education is the base upon which meaningful programs are built. Thus, in the community education concept, programs are the tip or the visible aspect of the entire process. Programs are vital and have strength, but they cannot succeed alone." (Berridge, 1973)



feedback from community members. It also provides a method of problem solving that fosters consensus and generally results in an acceptable decision that is agreeable to all participants. Across Wisconsin, community education programs have demonstrated how schools can effectively manage successful community partnerships as a complement to maintaining a quality K-12 instructional program.

The Wisconsin Model of Community Education includes five components that are the basic foundation for community education in Wisconsin. The model operates most efficiently when these five components are integrated into a district's overall operating philosophy. The five components are

- citizen involvement,
- needs assessment and planning,
- extended use of public education facilities,
- intragency coordination and cooperation, and
- leadership.

When a school district meets the five components of the Wisconsin Model, it is considered a lighthouse model.

The Five Components of the Wisconsin Model

The five components of the Wisconsin Model of Community Education provide a philosophical base for program development. When established in a school district, these components can provide a guide for action. Each of the five components operates most effectively when educators and citizens work together in planning how they are best implemented in the school district.

Citizen Involvement

"The community education advisory council is truly the heart of the local community education program. The ongoing input provided by council members is invaluable in developing programs that provide effective services to a broad spectrum of the community. The advisory council is the opportunity for local citizens to become active partners in addressing education and community needs." (Sharon Remund, Amery School District, community education coordinator, May 1991)

The gap between what many community members want from their educational system and what they appear to be receiving can be narrowed and bridged when community members become active in the community's educational process. Community education invites citizen involvement on advisory councils, as instructors, and as participants.

Community education participants can be as diverse as the community they serve—from infants to senior citizens. However, participants of specific programs usually represent homogeneous age groupings. Increasingly, however, community education provides family-centered programs, intergenerational activities, and programs for other special populations, such as those for people with disabilities.

Needs Assessment and Planning

"When the needs and wants of district residents are served by local schools, a sense of ownership of the schools can occur. People who feel ownership tend to support schools more than those who don't. In short, community education has made a difference in our school district." (Joseph Severa, Waunakee Community School District, community education director, September 1990).

Needs and resource assessments provide the foundation for community education programs. These may be as formal as comprehensive community surveys or as informal as small-group discussions or telephone conversations. At times new information is collected, and at other times existing information is reviewed from fresh or different perspectives. To ensure maximum participation, information is analyzed to determine the types of potential programs and how the programs could be delivered to community members.

Needs and resource assessments do not require collection of all the possible information about a community. However, information must be gathered and reviewed in a consistent and logical manner. Assessments can be used as a basic overview in which information is collected and reviewed on all relevant factors, and as an in-depth analysis in which the information is collected and examined on fewer areas but in greater detail. Community needs and resource assessments should result in a written plan listing the needs, available resources, and goals and objectives for the proposed community education program. One vital aspect of this process is the continual re-evaluation of community education based on the information collected.

Extended Use of Public Education Facilities

"In the D.C. Everest Area School District the number of school-building users dramatically increased over a three-year period. This increase was due to providing an easy and simple process for residents to utilize school buildings. Community education took a leadership role in coordinating the scheduling process." (Stan Potts, former community education coordinator, D.C. Everest Area School District, 1991)

Public education facilities are a major resource in most communities. While most school districts in Wisconsin allow some use of facilities by community groups, community education can promote a more efficient use of those facilities. When all community members, not just K-12 students, use school buildings, a feeling of belonging and ownership often follows. School buildings most often serve as sites for community education programs, but YMCAs, hospitals, community colleges, recreational centers, or other community facilities may be used. Schools can be used for programs

- completely sponsored by community education,
- facilitated by community education, or
- cosponsored by community education.

Before declaring their schools open to the public, school boards should establish guidelines for using school facilities. A community education philosophy and policies governing the use of facilities are necessary preliminary steps. A facilities-use policy should include levels of priority for using the facilities, rules and regulations for building and equipment use, and supervision guidelines. Application forms and lease agreements should be developed before offering school facilities to others in the community.

Interagency Coordination and Cooperation

"... community education programming began more than 12 years ago and ... in each one, we have observed the positive effect of the partnerships developed among agencies, businesses, education, and citizens in each community." (Marilyn McCarty, Wisconsin Indianhead Technical College, regional administrator, August 1990)

Coordination and cooperation of educational services through community education benefit all citizens. Community education can coordinate service delivery through joint planning and expansion of existing services.

For successful coordination of services, school and area agencies should

- determine a clear understanding of the optimal outcome of the interagency cooperation,
- identify resources and supporting groups within a community,
- identify potential resistance to interagency cooperation,
- identify each agency's mission and clarify the goals of all agencies identified,
- determine a specific task that can be solved through cooperative effort,
- determine how the schools can assist as a delivery center for existing and new services, and
- approve a joint agreement with each agency's governing body.

Leadership

"Leadership is the willingness to pursue the vision, foster the cooperation, and move the decision-making process that opens the gates for positive change and individual citizen success regardless of age or experience." (James Stewart, director, Community Education Development Center, University of Wisconsin-River Falls, 1992)

Each community has the ability to change by empowering its citizens as leaders. Community education provides the opportunity to extend leadership skills to citizens while at the same time empowering them to take charge and make positive changes in their own community. By developing the community talent pool, local residents can solve their own problems more effectively and efficiently. This transition of shared power from administrators to citizens is what community education is all about—making residents the leaders in their own communities.

While local residents are the basis of community change, the public school system can be a logical catalyst to initiate this change through community education. The school district offers two vital resources—the buildings that exist in most neighborhoods of the community and the expertise that can be mobilized to initiate the development of a community problem-solving process. However, the citizens themselves must take charge and develop their own leadership skills.

The Status of Community Education in Wisconsin

In 1980, eight Wisconsin school districts met the five components of the Wisconsin Model of Community Education and were identified as lighthouse models. Those eight districts were D.C. Everest, Milwaukee, Burlington, Boulder Junction J1, Florence, Menominee Indian, Unity, and Menomonee Falls. By October 1992, the number had reached 44 school districts (see Figure 3A).

Community Education's Impact

Actual growth comparisons in specific school districts illustrate the impact of implementing the five components of the Wisconsin Model of Community Education. The New Richmond community education program conducted 15 classes during the 1981-82 school year, and this grew to 152 classes in 1989-90 (see Figure 3B). In the Sauk Prairie School District, cooperation with the local technical college proved successful. The adult vocational program enrolled 133 adults during the 1987-88 school year, and this grew to 714 adults in just three years (see Figure 3C). During the 1979-80 school year, the D.C. Everest Area School District began community education and counted 16,998 school-building users (not including K-12 activities)—more than double the approximately 7,500 users the year before. Just three years later the number of building users exceeded 40,000 (see Figure 3D).

In 1989, a University of Wisconsin-River Falls graduate student studied community education programs in Wisconsin to assess the impact of community education in public schools. Twenty-nine school districts responded to the survey. The survey found that more than 2,400 community education classes, with 61,305 participants, were held throughout the state during the 1989-90 school year. In a 1990-91 follow-up survey with 33 responses, 4,082 community education classes with 119,189 participants were reported. These statistics dramatically indicate community education's direct impact on local communities.

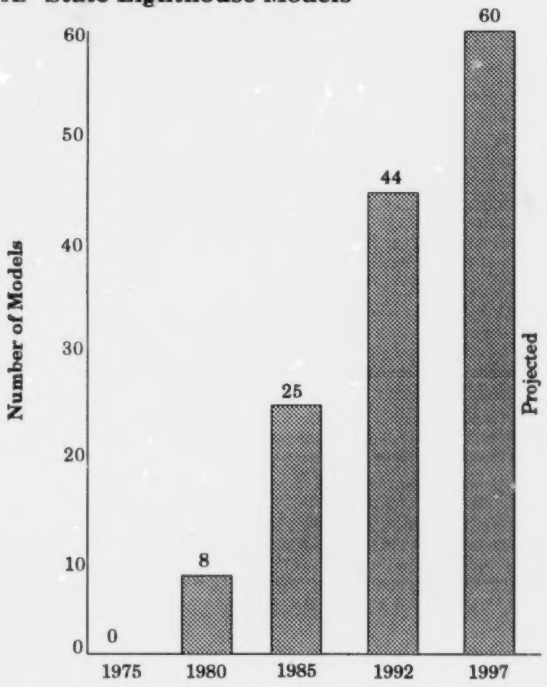
Summary

Although Wisconsin's model of community education is unique and the development of local programs differs from most states, the underlying theme is consistent throughout the United States—the concept of community education is a process rather than a program. Community education is an educational delivery system that provides schools flexibility to respond more easily to the

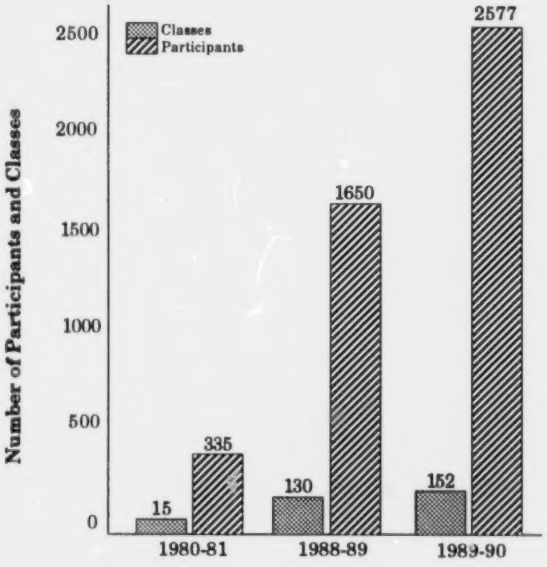
Figure 3

State and District Growth

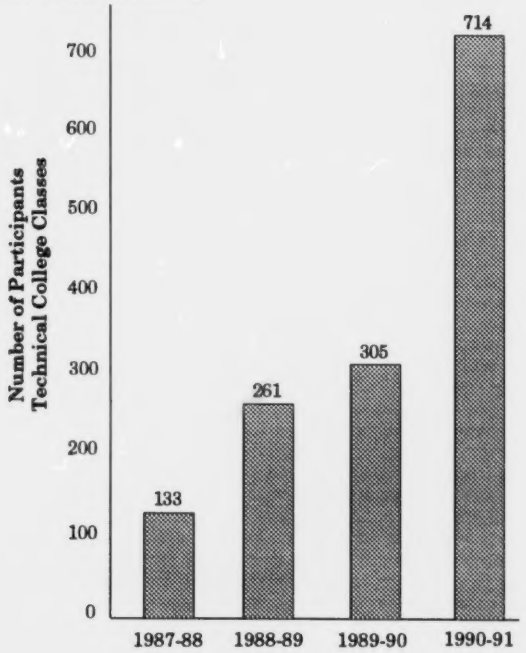
A. State Lighthouse Models



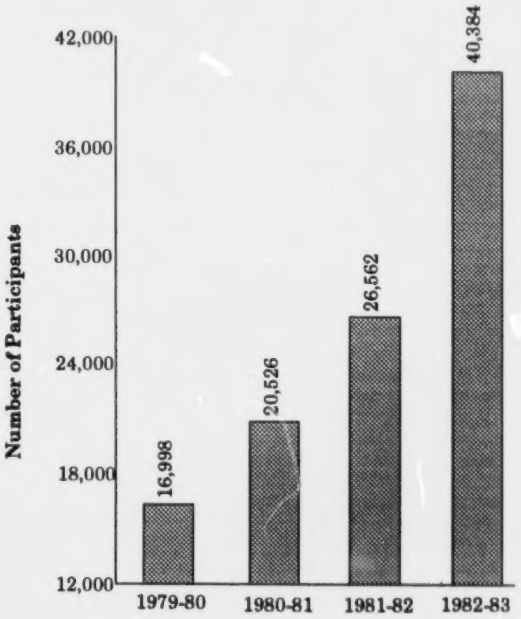
B. New Richmond



C. Sauk Prairie



D. D.C. Everest



community's diverse needs. It also is a proven method that links schools with communities to enhance and support K-12 educational programs.

A school district implementing a community education program is not just initiating new activities such as swim lessons, adult classes, or recreation activities. Rather, community education can be all of these and more, depending on what each community identifies as its priorities. Community education may include activities. But more importantly, a community involvement process will be established to determine local needs, and programs will be developed to address these needs using local resources.

References

Berridge, Robert I. *The Community Education Handbook*. Midland, MI: Pendell Publishing Co., 1973.

Boo, Mary Richardson, and Larry E. Decker. *The Learning Community*. Alexandria, VA: National Community Education Association, 1985.

McCarty, Marilyn. Personal interview. August 1990.

Potts, Stan. Personal interview. September 1991.

Remund, Sharon, Personal interview. May 1991.

Severa, Joseph. Personal interview. September 1990.

Stewart, James. Personal interview. January 1992.

Planning Strategies 3

Community Education Development

The process for developing community education will vary among communities. The following guidelines have been successfully used in other school districts; however, each district will customize the steps to meet its own community's needs:

- conceptualize the idea and develop the vision
- appoint a steering committee
- develop a plan of action
- adopt a formal school board resolution to implement community education
- implement steering committee recommendations
- appoint and train the advisory council
- inform the public about community education
- conduct needs and resource assessments
- summarize and compile needs- and resource-assessment reports for presentation to school board
- recommend staffing
- initiate the program
- market the program and publish a brochure/catalog of community information
- gather program evaluation/feedback

The critical junctures during this plan are the initial school board approval of the steering committee to study community education; the steering committee's detail work as it learns about community education and explores community needs and resources; and the compilation of information and preparation of a comprehensive report for school board consideration to adopt community education.

Conceptualize the Idea and Develop the Vision

Community education most often begins in a local school district when an individual or a small group of citizens becomes aware of the community education concept at a seminar, through educational publications, or from another district. At some point, this interest in community education prompts an administrator to propose to the school board a study of community education. Often, a resource person from one of the state's community education centers or a coordinator from an area community education program also makes a school board presentation. At this time, the district administrator should set preliminary goals and recommend that a temporary steering committee study community education.

Appoint a Steering Committee

Once the district administrator and/or school board appoints the steering committee, efforts begin toward learning about community education and exploring community needs and resources. The school board should authorize the community education steering committee in a resolution format (see Appendix D).

Steering committee members must be representative of the entire school district. Equal representation by gender, geographic area in the district, age (youth to older adult), and ethnicity is strongly recommended. Some suggestions for steering committee members from the school district include a school board member, an administrator, a teacher, a student, a school support staff mem-

ber, and a pupil services member. Possible committee members from the community include a businessperson, a retired person, a service-club member, a member of the religious community, a parent, a cultural-organization member, a private-school representative, a member from each geographic area (towns, villages, neighborhoods), and a government leader.

The school district administrator also should assign an administrative staff member to provide assistance to the steering committee. This person should be an ex-officio member of the committee and should assist the committee as it learns about community education. The school board must inform steering committee members that it is seeking an independent and objective view of community education and methods to organize community education that will best serve all community members.

After studying the viability of community education, which may take six months to a year, the committee presents its information to the board. The steering committee will help the school board

- make its deliberations based on complete information,
- gauge how the community views the need for community education,
- involve citizen leaders in a meaningful, short-term project, and
- make recommendations for action.

Develop a Plan of Action

The steering committee begins its work by preparing a written plan of action. This likely will require six to ten meetings during a period of six to eight months. The committee should

- prepare a school board resolution to study community education,
- develop a timeline for reporting to the school board,
- train steering committee members about the concept and process of community education,
- make presentations to community groups about community education,
- determine personnel and training needs,
- design a plan for assessing community needs and resources,
- establish preliminary goals and objectives,
- create mission and vision statements,
- make recommendations for a citizen-friendly facilities-use policy,
- outline budget proposals, and
- define criteria for permanent advisory council members.

The community education steering committee must meet three vital objectives before deciding if community education is right for the community: to learn about community education; to explore community needs and resources; and to present findings, conclusions, and recommendations, particularly as to how community education can fill the identified gaps in community services, to the school board.

Learn about Community Education

The steering committee must become comfortable with and knowledgeable about the community education concept before seeking community support. This may take several meetings and may include

- visiting a school district with an established community education program and meeting with personnel (coordinator, advisory council members, school district administrator).
- using films, videos, and other materials to understand the community education concept.
- participating in workshops or conferences.
- utilizing personnel from the state Department of Public Instruction, the University of Wisconsin-Madison, and UW-River Falls.

Explore Community Needs and Resources

Although the steering committee does only limited community needs and resources assessments, it is an essential element of the early community education study process. These assessments will help determine if community members are receptive to the community education concept. Figure 4 may be used to help determine district residents' current perceptions of community education.

Representatives from various service agencies and organizations can assist in identifying community resources. Recreational services, human service agencies, service clubs, youth service programs, and adult and senior citizen programs are potential sources of information. Steering committee members may ask representatives of these agencies to meet with them, or committee members may interview agency personnel and report back to the group.

The steering committee also must consider community needs. A formal survey of community members is one of several methods that may be used. Committee members may use a group process; conduct a telephone or random-sampling

Figure 4

Community Mini Self-Assessment

For each statement respond in two ways: 1) your current perception of what is happening now in your community (1 = happens frequently, 5 = doesn't happen at all), and 2) your belief in the importance of the statement to the quality of life in your community (1 = most important, 5 = least important).

A. Public school buildings should be used extensively by the public; 10 or 12 hours a day, seven days a week, 365 days a year as long as conflicts with the K-12 program are minimized.

Current perception: Is this happening now?
1 2 3 4 5

How important is this?
1 2 3 4 5

B. Education decisions can best be made by local advisory councils with broad representation and ongoing input from the community?

Current perception: Is this happening now?
1 2 3 4 5

How important is this?
1 2 3 4 5

C. Local organizations should collaborate by working together to improve services for children and families and by joint program planning so communities can better meet local needs.

Current perception: Is this happening now?
1 2 3 4 5

How important is this?
1 2 3 4 5

D. Schools should coordinate and cooperate with other educational, recreational, health, and related services to improve efficiency and to better respond to community needs.

Current perception: Is this happening now?
1 2 3 4 5

How important is this?
1 2 3 4 5

E. Public schools or other local government agencies should provide leadership in the development of coordinated community-education-related services?

Current perception: Is this happening now?
1 2 3 4 5

How important is this?
1 2 3 4 5

Do you believe that the five statments above (A-E) are critical in determining the long-range goals, quality of life, and vision for your community during the next ten years?

❑ Yes ❑ No ❑ Need more information

Comments:

survey; or simply ask business associates, neighbors, relatives, and others for assistance in determining community needs and wants. The same community agencies that helped determine available resources will be invaluable in determining needs and wants.

See Figures 5, 6, and 7 for sample resource and assessment tools. The steering committee should determine what services the local agencies provide, identify the gaps in what is needed and what exists, and determine the potential for expanding or improving services through collaboration with community education.

Figure 5

Sample Community Assessment Tool

The steering committee should use this assessment tool in a group setting. Committee members list current organized community activities in the appropriate space, according to the age group they serve. As the matrix is completed, gaps in services become clear. Community education planning should focus on the identified gaps and coordinating and marketing existing community activities.

	Preschool	Elementary School	Middle School	High School	Adults	Older Adults
Social						
Cultural						
Education						
Business						
Religious						
Government						
Recreation						

Figure 6

Sample Community Resource Inventory

Reprinted with permission from *Knowing Your Community: A Guidebook for Community Assessment.* Martha L. Stanley. St. Paul, MN: University of St. Thomas, 1979.

Advisory council members or interested community members should brainstorm and identify all community agencies and organizations. After they are identified, each agency and organization is contacted by telephone or personal interview, and the chart is filled in. The information is then compiled into a community resources catalog.

	Available Agencies					
Agency or organization						
Number and type of clients served						
Age group served						
Community education possible connection						
When provided						
Facilities						
People to contact						
Address						
Phone number						
Area served						

Figure 7

Typical Local Resources

Educational Agencies	*Governmental Agencies*	*Service Agencies*
Public Library	**County Health Care Center**	**Big Brothers/Big Sisters**
Workshops for teachers	Need identification in health-related areas	Use of facilities for Big Brother/ Big Sister activities
Programs for preschool and school-age children	Preventive health programs (for example, parenting skills, education concerning human and personal growth)	Need identification with school counselors
Children visiting branch libraries		**Boy Scouts and Girl Scouts**
Bookmobiles	**Health Department**	Career-oriented programs and training
Interschool and public library exchange of materials	Health screening programs	**Chamber of Commerce**
Technical Schools	**Park Department**	Consumer affairs education
Credit and noncredit courses in adult education	Promote current programs	Education in business and consumer fraud
University of Wisconsin-Extension	Help organize new programs	**Humane Society**
Business education courses	Increase programs as needs are identified	Education in proper pet care
Human development courses	**Police/Sheriff's Department**	**Family Planning and Health Services**
Credit and noncredit courses in adult education	Hunter and gun safety courses	Nutrition education programs
	Snowmobile safety courses	Family planning and parenting skills
	Crime prevention education	**Performing Arts Foundation**
		Continue existing programs (for example, artists in schools, children's theater)
		Creative dramatics programs for children, visual arts courses, theater appreciation for adults
		YMCA/YWCA
		Continuing education classes in noncredit leisure activities (for example, belly dancing, bridge, art, guitar, yoga)

Present Findings, Conclusions, and Recommendations

After completing its work, the steering committee presents its findings, conclusions, and recommendations to the school board. This written report should include information and recommendations concerning

- the mission and purpose of community education;
- the potential for community education in three to five years;
- community education belief statements;
- community needs and resources;
- a school board resolution to adopt and support community education;
- community response to community education;
- an organizational plan, including a coordinator job description and roles of the school board, administrators, and teachers;
- the formation of a permanent advisory council;
- preliminary school board policy statements;
- budget recommendations, including sources of income, major expenditures in personnel, and costs assumed by the district and through fees; and
- an evaluation and feedback process.

Adopt a Formal School Board Resolution

Once the steering committee's work is complete and its report has been presented to the school board, the board should decide whether to proceed with community education or to seek additional information. If the school board decides to implement community education, a written resolution stating its intent should be adopted (see Appendix E).

Implement Steering Committee Recommendations

This marks the end of the steering committee's work and the completion of the studying stage. More detailed planning and implementation of the community education program follow. If a community education coordinator has not already been hired, the school board or the school district administrator should assign a school staff member to this position until a coordinator is hired. The first step in implementing the steering committee's recommendations is the appointment of a permanent advisory council. This step may happen concurrently with the hiring of the coordinator, which is specifically addressed on page 26.

Appoint and Train the Advisory Council

The advisory council is at the center of action for community education. It is similar to a steering committee in terms of representation, but an advisory council is designed for a different purpose. The advisory council should be broad based and should include residents who will receive the services of community education.

The council's role is to provide advice and direction to the district coordinator relating to the general functions of the community education program. The advisory council is responsible for

- investigating community needs and recommending appropriate programs and educational services to fill the gaps,
- reviewing current programs and assisting in evaluation efforts,
- identifying new resources in the community and surrounding area that could be useful to the community,
- assisting in locating creative funding for program efforts (not administrative funding),
- informing the public about the goals of the school and community education,
- serving as a clearinghouse for answering residents' questions and for offering advice on making the community a better place to live, and
- serving as a new set of eyes and ears to the community for the school administration and school board.

Advisory council members should reflect the needs and interests of the district it serves. Recommended membership can range from ten people to more than 30 people. All council members should be school district residents. Personnel from area agencies should serve as resources to the council rather than as regular members. Council members who also are district residents are more able to identify community needs and concerns. They then can use that information to work with agencies to expand services. An advisory council with excess agency personnel may lose sight of its basic mission and concentrate on coordinating service delivery rather than identifying basic community needs. A balance between agency personnel and community members needs to be found.

As with the steering committee, the advisory council should represent the entire district. It should have fair representation by gender, age (youths and older persons), geographic area in the district, and ethnicity. See Figure 8 for some suggestions on advisory council members.

Figure 8

Recommended Advisory Council Representation

- ☐ area business
- ☐ local government
- ☐ school board
- ☐ families
- ☐ Chamber of Commerce
- ☐ benevolent organizations
- ☐ farmers
- ☐ homemakers
- ☐ legal profession
- ☐ religious associations
- ☐ media
- ☐ medical profession
- ☐ teachers' association
- ☐ youth organizations
- ☐ student government
- ☐ senior citizens
- ☐ school district long-range planning committee
- ☐ school maintenance staff
- ☐ cooperating agencies
- ☐ adult clubs
- ☐ labor council
- ☐ office workers
- ☐ law enforcement
- ☐ social services
- ☐ agriculture services
- ☐ vocational/technical schools

The number of people who serve on the advisory council will vary depending on the district's population and the complexity of its sociological and governmental structure. Adequate representation should be the basic criterion for determining the number of people on the council. Depending on the size of the community, one districtwide advisory council may be all that is needed. In larger districts, however, advisory councils may be designated for each school building, or at least for each high-school attendance area.

Council memberships should be staggered so that the council always will have a majority of experienced members. This will be assured if the term of service for approximately one-third of its members expires each year. The council should meet a minimum of four times each year, but preferably it should meet monthly.

Once selected, advisory council members must become familiar with the community education concept and current programs available in the community. Council members must have a thorough knowledge of community education and what community education can provide to all school district members. A representative of one of the state's community education training centers or a coordinator from another district should make a presentation at the council's first meeting. This person will provide council members with the critical information needed to begin a new community education program. One key to successful community education programs is continuing education opportunities for advisory council members and the district's coordinator.

One of the council's initial tasks is to create a working agreement with the school board. This agreement will detail the council's responsibilities and its role within the district and with the school board (see Appendix F). This is an ideal time for the school board to add a community education section to its policy handbook (see Appendix G).

This council should create a set of bylaws and define goals with planned evaluation and feedback. The bylaws should clearly outline the council's role and vision, how new members are selected, terms of membership, officers and their roles, and meetings (see Appendix H). Council goals should include provisions for ongoing evaluation. The council should summarize program evaluation and prepare an annual report for the school board and the community.

After its initial meeting, advisory council members should assign subcommittee responsibilities. These subcommittees may be structured by the types of people served

- young children
- older children
- adults
- senior citizens

Subcommittes may also be structured by the type of activity

- educational
- social

- cultural
- recreational

Public relations and executive subcommittees also may be necessary. Subcommittee members need not be appointed members of the council.

The primary mission of the advisory council is to provide accurate and continuous assessment of community needs and wants. All of the council's work is built on this process. Community assessment will indicate what type of services are needed and what agencies can deliver these services. This assessment also will help generate program ideas. As the council becomes more established, the community will recognize its function and will provide additional ideas for the council to consider. In return, councils should provide extensive public information to educate community residents about the purpose and goals of community education.

Inform the Public

The success of the advisory council and of the district's entire community education program depends upon a well-informed public. Newspaper articles and radio and television announcements (if possible) are helpful, but there is no substitute for personal contact. Council members should provide presentations to civic, social, school, professional, and government organizations. Just as the steering committee presented the community education concept to the school board, the advisory council must sell community education to the entire community (see Figure 9).

Conduct Needs and Resource Assessments

Formal needs and resource assessments must be conducted at this time. These assessments will provide council members with the necessary information to help meet community members' needs and to determine the resources that may be able to provide assistance in meeting those needs.

Representatives from various service agencies and organizations can help identify community resources. Existing recreation services, human service agencies, service clubs, youth service programs, and adult and senior citizen programs all are potential sources of information. Advisory council members might ask representatives of these agencies to meet with them, or committee members may interview agency personnel and report back to the entire group. The council should

Figure 9

Sample Checklist to Inform the Public

Articles
- newspaper
- shopping guides
- school newsletters
- organizational newsletters
- church newsletters
- senior citizen newsletters
- special mailings
- service organizations

Posters and Displays

Presentations to
- local government
- radio/TV/cable TV
- charitable and cultural organizations
- youth organizations
- social groups
- Chamber of Commerce
- church groups
- special-interest groups
- school board
- educational agencies

Your Suggestions

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

determine what services the local agencies provide and the possibilities for expanding or improving services through collaboration with community education.

Some points to consider while investigating the services that could be enhanced through community education might be: the types of services an agency offers, the total number of people served in the area, the total number of people that need a service but are not being served, the trends in the service area, and the possible ways community education could cooperate.

After determining resources, the advisory council must assess community needs and wants. This does not always mean surveying. Interviews, telephone surveys, and public forums are other ways to assess local needs and wants. Used alone or in combination, these assessment methods are critical to a successful advisory council report. One district administrator kept a one-page assessment survey in his briefcase. When he visited local groups or gave presentations he would distribute the survey and have it returned immediately.

Assessing community needs and resources accomplishes three important goals. First, it gathers information and data directly from potential consumers of lifelong-learning programs. Second, the assessment process lets residents know that their views are important. Third, this type of interaction helps educate the public about community education and the programs being considered.

Needs and resource assessments can be accomplished in various ways. The council may consider using a method that has been successful in a school district similar to its own. A mail survey is one of the most common assessment tools used. However, this type of assessment often has a low return rate and does not provide people-to-people contact. Telephone surveys also have high success rates. The key in determining needs and wants is to design the assessment procedure according to the results desired, time available, available personnel, and cost. See Appendixes I, J, K, and L for sample assessment forms. Figures 4 and 5 on pages 19-20 also may be used.

Some vital questions to consider when planning to assess local needs, wants, and resources include the following:

- What is the purpose of the assessment (other than determining needs, wants, and resources)?
- Who are we going to ask?
- How are we going to contact individuals?
- How will the assessment be funded?
- How long should the assessment take to complete?
- Who will tabulate the assessment results?
- What will be done with the information collected?
- Have other groups, agencies, or organizations conducted similar assessments?

Summarize and Compile Assessment Reports

The needs and resource assessments will provide information concerning facilities available; specific interests of citizens in social, educational, recreational, and cultural programs; and the resource people available to conduct potential programs. The council must make recommendations to the school board based on the assessment findings.

Council members must be prepared to answer questions from school board members. Questions concerning costs, personnel, board liability, and authority can be expected. Information from districts already conducting successful programs will help council members respond to these questions. See Figure 10 for an outline of a report to a school board.

Recommend Staffing

No matter how large or small the school district is, community education fits into the entire district's organizational structure in a similar fashion (see Figure 11).

In small districts, the community education program will include an advisory council, at least one part-time coordinator, support services, and numerous part-time instructors and supervisors. In large districts, additional staff specialists may be necessary to manage program areas such as swimming pools, recreation programs, volunteers, youth services, early childhood services, family education programs, and child-care services. As a community education program grows, additional staff members may be needed to manage new programs. Costs of additional personnel typically are funded by fees and special grants.

Community Education Coordinator

The community education coordinator is the core of the community education staff. This person manages and directs the overall program and ensures a continuous, accountable link between

Figure 10

Sample Outline of the Assessment Report

1. Steps taken by the committee
2. Needs and resource assessments
   a. areas of need
   b. areas of interest
   c. numbers contacted
   d. facilities needed
   e. facilities available
   f. personnel available
3. School board responsibilities include
   a. setting policy
   b. assigning coordinator
   c. collecting revenues and dispensing expenditures
   d. assigning clerical assistance
   e. extending use of school facilities to the community
   f. providing board-member liaison to advisory council
4. Committee recommendations

the school administration and the program's stated goals. One of the most critical skills the community education coordinator must posses is the ability to establish a positive rapport with existing service agencies. The coordinator must be able to generate needed programs using existing agencies and organizations. The coordinator must lead by demonstrating that the process of community education generates citizen programs through various agencies.

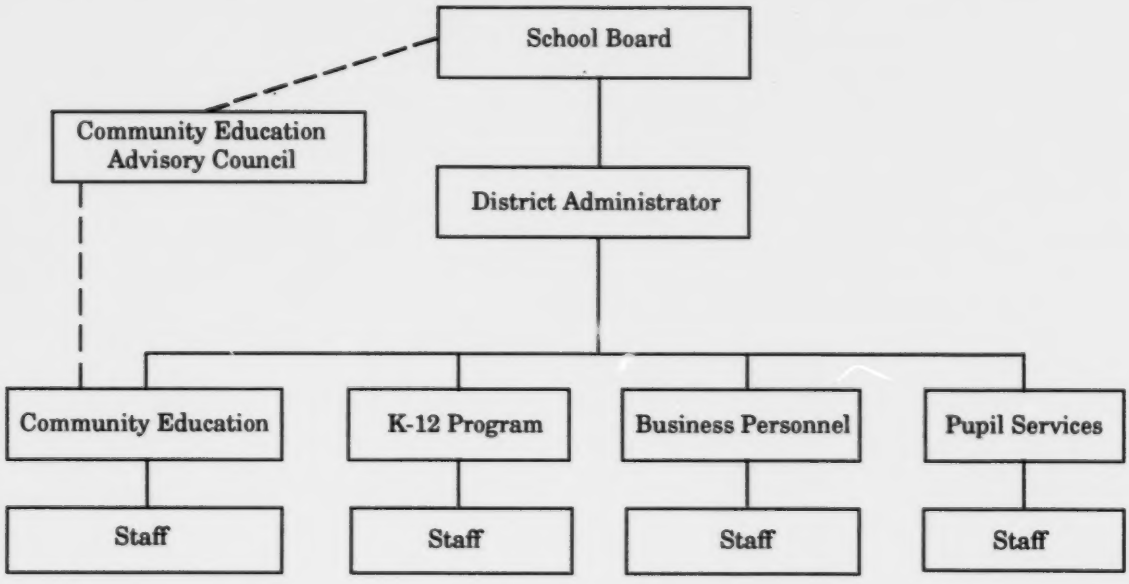
The community education coordinator must be able to

- communicate effectively with a wide variety of community residents, agency personnel, and community organizations;
- effectively administer and manage a broad range of lifelong-learning programs; and
- assume the role of an educational entrepreneur.

The community education coordinator is responsible for hiring part-time instructors, developing a budget and overseeing evaluation efforts, and coordinating the district's facilities-use policy. However, this person has the equally important task of recognizing community needs and determining how these needs might be translated into useful programs to benefit community members.

Figure 11

Sample Organization Chart



As in most states, Wisconsin has no state certification program for community education coordinators. However, the Wisconsin Community Education Association provides an endorsement program for community education coordinators. This program—the Leadership Academy—is administered through the state's training centers. The Leadership Academy provides coordinators an opportunity to develop the necessary skills to operate a community education program and, in turn, to be recognized for their effort in community education.

The advisory council creates a coordinator job description based on the individual needs of the school district, particularly if the community education position is to be blended with another district position. The job should be designed to allow the coordinator the flexibility to work in the community. If the district chooses to add the responsibility to an existing job or to blend the coordinator position with an existing position, the two jobs must be distinctly separated to eliminate the possibility of community education expectations being overtaken by another job. It may require separate office areas. See Appendix L for a sample community education coordinator job description.

The amount of time necessary for the community education coordinator and the salary will vary widely by school district. In most instances, the coordinator position should be at least half-time and at a salary level that recognizes the management and supervisory responsibilities required. While most districts hire a coordinator with some educational certification and school experience, some small school districts succeed with community education coordinators with limited educational credentials.

The community education coordinator most often reports to the district administrator and staff members report to the community education coordinator.

Initiate the Program

The coordinator should prepare a proposal for the advisory council to review. This should include the following activities necessary to operate the community education program on a day-to-day basis:

- public relations
- program offerings
- facility planning
- personnel planning
- resource assessment
- school board policies
  - — budget
  - — taxes
- marketing
- program evaluation

The coordinator also should propose long-range plans that outline the program's vision, annual plans, goal developments, and five-year budget plan.

Program Financing and Budget Development

Community education can be a cost-effective method of delivering services to the community. Community education expenditures most likely will be less than one percent of a school district's total budget.

Community education development in Wisconsin public schools is encouraged through State Statute 120.13(19). However, funds for operating community education and school-based recreation programs must be raised locally; no state funding is available.

The Community Service Fund 80 provides a method to account for community education funds in local school district budgets. This section of a district's budget can be designed to list numerous salary codes for community education. Monies expended through Fund 80 are not eligible for state assistance.

When budgeting for community education, administrative costs should be separate from program costs. Administrative costs include the coordinator's salary, office support, and advisory council operations. For a successful community education program, administrative costs should be locally supported through Fund 80. It is unrealistic to believe that community education administration can be funded entirely through participant fees and fund-raising efforts.

Program costs include the expenses necessary to conduct educational, recreational, social, and cultural programs for the community. For some activities no fee is required (such as a hunter-safety program provided by a volunteer), while other activities are financed by participant fees, donations, or partnerships with community organizations. While cost-recovery formulas vary, participants usually are charged for instructor costs and materials. It is best to have the cost of a particular activity balance with income from participant fees. Figure12 provides a planning chart

Figure 12

Course Activity Charts

Accounting Chart

Course Name	Number of People Enrolled	Course Fee	Total Fees Collected	Total Instructor Costs	Other Costs	Total Costs	Course Balance (Loss)

Planning Chart

Course Name	Class Fee	Misc. Fees (Material)	Number of Sessions	Start Date	End Date	Instructor Name	Instructor Rate

to organize classes and activities and an accounting chart to help calculate expenses and revenues for each class or activity.

The coordinator's salary most likely will account for the major portion of the program's expenditures, and during the program's first three years most of the budget will be administration costs. While the overall community education budget will increase from year to year, this increase will be dramatically affected by program growth. Any growth in expenditures for new programs generally is offset through participant fees and other revenue-producing methods. This results in a relatively flat tax levy assessment, allowing for the flexibility for growth through fees, donations, and foundation grants.

The D.C. Everest Area School District's community education budget is a good example of the flat tax impact of community education. From 1980-81 to 1990-91 the D.C. Everest tax levy support of community education remained about the same. However, the total program's expenditures increased from $58,639 in 1980-81 to $146,445 in 1990-91. This increase came from new courses and activities, which most often generated off-setting participant fees (see Figure 13).

When a school board initially supports and approves community education, it should make a five-year commitment. This five-year timeline allows the program to mature and develop into a viable community asset that balances community needs and expectations with the limitations and prioritization of resources.

The advisory council is responsible for developing the budget for the program's first year. At this time, the council also should project budgets for at least the following three years. A sample budget worksheet is provided in Figure 14.

After the first year, the council often works with the coordinator to develop the annual budget. The council makes the final recommendation for school board consideration. This encourages community involvement in the process and also fosters trust, commitment, and understanding between the council and the school board. The advisory council's responsibilities regarding the annual budget should be detailed in the school board's working resolution with the council.

Market the Program and Publish a Brochure/Catalog

Early in the development process, it is important to promote the community education program. After months of discussion and planning, community members need to know what courses, activities, and services community education is making available. A brochure or catalog can illustrate to district residents that the program has been implemented.

In most districts, the initial community education offerings are limited to a few new classes. However, the brochure or catalog can be quite large, including pertinent community information gathered during the resource assessment. Promoting existing community activities and services should be a priority. For example, the New Richmond School District's first community education catalog included 42 pages, but it had no new classes or activities listed. It detailed only existing community programs and services.

The brochure or catalog should be mailed to every household in the school district three or four times a year. It also should be supplemented with additional promotional materials, usually in the form of specialty fliers and use of multimedia options such as television, cable television, radio, and newspapers.

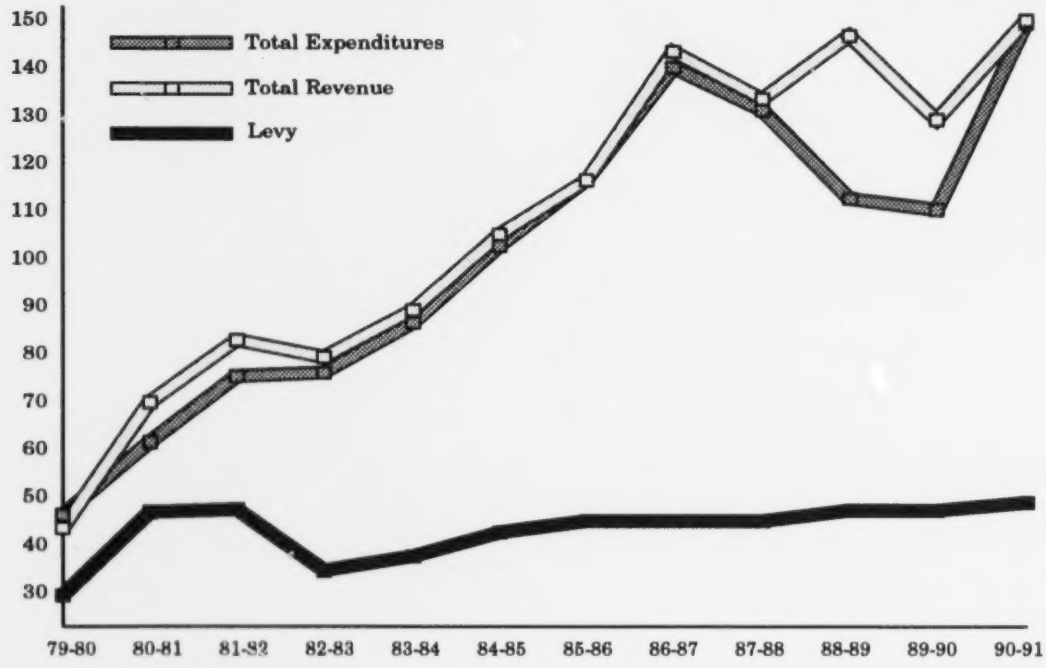
To ensure optimum success of community education, district residents must be informed about what is offered. The brochure or catalog provides comprehensive community information. It ensures equal and fair access to community information for all residents. It also helps the advisory council begin the process of determining gaps in community services. Citizens should be informed that if they are unable to find a particular activity in the brochure, the community education coordinator or an advisory council member should be informed. The advisory council must determine if the service is being provided but needs additional promotion, if the service is not being offered but could be provided by an area agency, or if community education could initiate a new project if funds and time permit.

The advisory council should prepare and implement a marketing plan. This plan will use various media to inform the public about community education, to solicit input for new programs, to recruit volunteers and instructors, and to promote class participation. Marketing strategies may include presentations to school board members, service clubs, government leaders, business leaders, parent groups, and community organizations.

The long-range growth of community education depends upon quality and planned public relations. This should be a high priority for the advisory council each year.

Figure 13

D.C. Everest Fund 80—Revenues and Expenditures



School Years	Tax Levy	Previous Year Balance	Participant Fees	Gifts/Donations	Technical College Contracts	Miscellaneous	State Grants/ Mott Foundation	Total Revenue	Total Expenditures
1979-80	26,560	4,750	282	750		2,000	3,750	40,630	43,363
1980-81	43,951	4,000	11,428	200	4,500	40	2,829	66,949	58,639
1981-82	44,447	10,000	19,072	450	5,913	80		79,963	72,483
1982-83	31,745	3,000	31,997	1,025	8,603	11		76,382	73,198
1983-84	34,733		43,692		6,351	1,473		86,291	83,64[illegible]
1984-85	39,735	3,892	56,419		5,429	630		102,214	99,846
1985-86	42,110		62,083		5,397	119		113,603	113,603
1986-87	42,110		92,920		4,962	450		140,443	137,186
1987-88	42,110		84,341		3,931	258		130,642	128,254
1988-89	44,215		96,975		2,547	92		143,829	109,691
1989-90	44,215		79,802		2,133	51		126,282	107,391
1990-91	45,946	3,999	92,300		4,000	200		146,959	146,445

Figure 14

Sample Budget Worksheet

Reprinted with permission from *Financing Community Education*. Thomas L. Fish and James A. Klassen. Midland, MI: Pendell Publishing Co., 1979.

A. Staff Compensation
1. Professional staff ..... _____
2. Clerical staff ..... _____
3. Other staff ..... _____

Total compensation ..... _____

B. Fringe Benefits
1. Retirement plan ..... _____
2. Social security ..... _____
3. Health benefits ..... _____
4. Life insurance ..... _____
5. Other benefits ..... _____

Total benefits ..... _____

C. Supplies
1. Office supplies ..... _____
2. Program supplies ..... _____
3. Telephone ..... _____
4. Postage ..... _____
5. Other supplies ..... _____

Total supplies ..... _____

D. Capital Outlay
1. New equipment ..... _____

Total equipment ..... _____

E. Local Transportation
1. Mileage payments (staff) ..... _____
2. Mileage (other) ..... _____

Total mileage ..... _____

F. Professional Development
1. Conferences, meetings ..... _____
2. Subscriptions, references ..... _____
3. Dues, memberships ..... _____
4. Staff training ..... _____
5. Other ..... _____

Total professional development .. _____

G. Program Costs

Each individual program (such as adult education) should have its own mini-budget. The form would be the same as this worksheet. The total cost of all programs should be reflected in the final budget.

Total program cost ..... _____

H. Evaluation

Total evaluation ..... _____

I. Miscellaneous

Total miscellaneous ..... _____

Total Expenditures ..... _____

Anticipated Revenues

A. Governmental Monies
1. Local tax levy ..... _____
2. County funds ..... _____
3. State funds ..... _____
4. Federal funds ..... _____
5. Municipal contributions ..... _____
6. School district ..... _____

Total government monies ..... _____

B. Fees
1. Program service fees ..... _____
2. Sale of material ..... _____
3. Other fees ..... _____

Total fees ..... _____

C. Other Revenue
1. Foundation grants ..... _____
2. Business and industry ..... _____
3. Service clubs ..... _____
4. Social agencies ..... _____
5. Churches ..... _____
6. Fund-raising projects ..... _____
7. Gifts ..... _____

Total other revenue ..... _____

Total revenues ..... _____

Evaluation and Feedback

The community education coordinator must create an ongoing evaluation process that provides feedback to program staff, the advisory council, and the school board. Some successful community education programs utilize a two-page summary of courses and activities to keep school board and community members informed. This summary should be submitted to the school board on a monthly basis and should be available for community members. The first page of the report should indicate the previous month's activities organized around the five components of the Wisconsin Model of Community Education. The second page (or back side) should reflect the next month's community education activities.

Evaluation also is much more. An organizational method to regularly assess whether goals have been met should be created. This evaluation should be designed to assist staff and council members in planning future courses and activities.

Summary

This chapter has provided a step-by-step method that may be used by a school district and its community to initiate a new community education program. These steps have been successfully used in numerous Wisconsin communities. However, each development effort will be unique as each school district varies by size, location, and financial support.

Making Community Education a Reality

The Process Has Begun

Once the school board has officially approved community education and the district administrator has hired a coordinator, the process of making community education happen has begun. If a district community education coordinator was not hired early in the process, the advisory council should have determined the program's first-year goals and program initiatives. Otherwise, the advisory council and the coordinator should jointly review the needs and resource assessments and decide what will happen during the program's first year.

The community education coordinator supervises most of the day-to-day operations of the program according to school board policies and with support and advice from the advisory council. The district coordinator

- acts a community broker to match identified citizen needs and existing resources to develop new programs,
- recruits and hires staff members,
- provides leadership to the staff and to advisory council members,
- is a liaison with the community in relation to citizen use of school facilities,
- recommends wage rates
- recommends school board policies
- implements needs and resource assessments,
- monitors and evaluates courses and activities,
- supervises and evaluates community education staff members,
- recommends to the advisory council new program initiatives,
- recommends to the school board an annual balanced budget that has the support of the advisory council,
- produces an annual report of activities and events for the school board,
- completes the DPI annual report PI-8035, and
- markets the concept of community education.

Program Offerings

Because needs and resources vary from community to community, each school district's community education program is unique. However, activities generally fall into three categories. They can be sponsored directly through community education, cosponsored with another organization, or facilitated through community education.

Activities sponsored through community education either become self-supporting through participant fees or are not able to generate participant fees and require independent revenue sources. Examples of fee-based activities include

- school-age child care (before and after school)
- swim lessons
- recreational swimming
- fitness or lap swimming
- swim club
- adult classes
- vocational classes
- youth enrichment, academic, and remedial classes before or after school or during weekends and summer
- preschool classes, some with parents
- youth gymnastics classes
- youth athletics with volunteer coaches
- open gym

- fitness and weight-room
- trips and tours for adults and children
- parenting classes

The coordinator must carefully track, these types of courses or activities. Figure 15 can help the coordinator in this effort, and Appendix M is a sample student roster used to register students for fee-based classes or activities. Figure 15 is one way school districts may account for community education courses and activities. This tool will help coordinators in their ongoing evaluation efforts. Three categories of community education activities are tracked: sponsored, cosponsored, and facilitated. This evaluation effort provides advisory council and school board members with information that indicates community education's impact on the school district and community. For each course or activity, the number of participants (broken down by age group) and the number of sessions (for example, a ten-week class that meets twice a week totals 20 sessions) need to be recorded. From that information, the total units can be calculated by multiplying the total number of participants by the total number of sessions.

By using Figure 15, a district can accurately compile information and provide accountability for community education programs and extended use of school facilities. The coordinator should prepare this information for review by the advisory council. Both the coordinator and advisory council should present a report to the school board and at the district's annual meeting.

Examples of activities that require independent revenue sources include

- volunteer programs to assist K-3 students
- youth service learning
- tutoring (peer/cross-age)
- volunteer art appreciation programs
- business partnerships
- mentors
- volunteer music appreciation programs
- early childhood family education
- senior citizen programs
- multigenerational programs such as Project GO (GO–Grandparents Organized to visit and share cultural activities with elementary school children)

Community education coordinates cosponsored activities, but community organizations must be recruited to organize and support new activities. In many instances, community education can offer support services to another organization to ensure that a service or activity is delivered. For example, community education may cosponsor with the local Realtors association a seminar about buying or selling a home. Community education may provide the promotion, registration, fee collection, classroom, audiovisual equipment, and any necessary handouts. The Realtors association may provide personnel, supplementary advertising, financial assistance, and specialized equipment.

For activities facilitated through community education, the school district primarily serves as a coordinator. Community education's role is to schedule functions to maximize use of school buildings and to ensure that organizations have fair and reasonable access to school buildings and equipment. Community education can assist groups such as Boy Scouts, Girl Scouts, 4-H, UW-Extension, and local service clubs to help schools become full-service community centers.

When compiling an annual report to the school board, three categories should be used to describe the community education activities that occurred during the previous year: sponsored, cosponsored, and facilitated (See Figure 16).

Program Policies

As community education develops within a school district, appropriate and meaningful policies are required. These policies will ensure that all involved with community education understand the program's role in the school district and the community.

A school facilities-use policy provides concrete direction for all school staff and community members. George Kliminski, director of the community education center at the University of Wisconsin-Madison, states that "one of the chief reasons for adopting a community use of facilities policy is a real desire on the part of school people to have more contact with and provide services for the 75 percent of the adult population that doesn't have children in schools. The major advantages are the increased use of the buildings that sit idle and the public-relations benefit that results as people become more knowledgeable about the schools and see a higher return on their tax dollar." (Wisconsin Association of School Boards, 1987)

Most school districts have facilities-use policies. However, community education takes a leadership role in providing school facilities and equipment for community programs. With additional use, existing policies and procedures (such as a facilities-use application) will need to be refined. The advisory council may be asked to develop

Figure 15

Sample Facility Use and Class Listing

Building _____

Organization or Class Title							Totals
Building Area							
Type of Service*							
Number of Preschool Participants							
Number of Participants Ages 5-10							
Number of Participants Ages 11-17							
Number of Adult Participants							
Number of Senior Citizen Participants							
Total Participants							
Total Sessions							
Total Units (Participants x Sessions)							
Total Hours							

*Type of service or program

CES = Community Education Sponsored
CEC = Community Education Cosponsored
CEF = Community Education Facilitated

Figure 16

Sample Annual Report to the School Board

Role of Advisory Council	Classes and Activities	Participants	Total Units
Community education sponsored	54	4,119	21,141
Community education cosponsored	37	509	3,825
Community education facilitated	402	15,503	33,462
Total	493	20,131	58,428

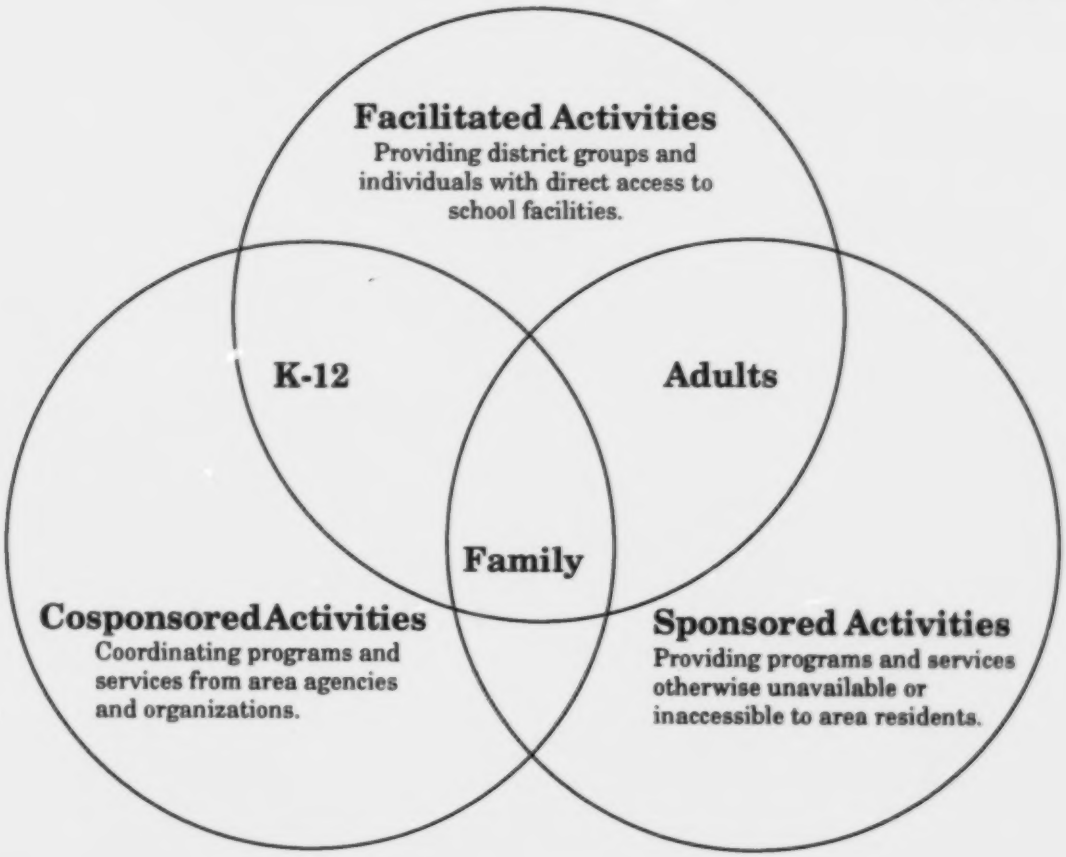
Financial Report

A. Receipts

1. Technical college	$ 5,335.00
2. Coffee shop	22,430.43
3. Advisory council fees	19,798.75
	$ 47,564.18

B. Disbursements

1. Instructors	$ 2,382.75
2. Dues	200.00
3. Coordinator	8,500.00
4. Secretary	6,200.00
5. Coffee shop	21,519.97
6. Building supervisor	210.00
7. Miscellaneous	7,696.70
	$ 46,709.42


Facilitated Activities
Providing district groups and individuals with direct access to school facilities.
K-12
Adults
Family
Cosponsored Activities
Coordinating programs and services from area agencies and organizations.
Sponsored Activities
Providing programs and services otherwise unavailable or inaccessible to area residents.

policies regarding equipment use, building scheduling, supervision, school keys, custodian schedules, building access, off-hours use, and other local issues. Most often the community education coordinator (or support staff) schedules the buildings and is the link between the community and school staff in promoting the community's use of school buildings. Appendix N provides sample facilities-use policies and Appendix O provides a sample facilities-use application.

Personnel policies regarding the employment of part-time instructors and supervisors are required for classes sponsored directly through community education. Instructors are needed to teach classes for youths and adults that occur before and after school, during the summer, or on weekends or evenings. Supervisors oversee activities and special events that are not instructional such as teen recreation nights, open volleyball, family swim sessions, community concerts, and open weight rooms or computer rooms. Appendixes P, Q, and R provide sample forms to use when hiring or assigning instructors and supervisors.

When using volunteer instructors and supervisors school districts should thoroughly review existing insurance policies related to community education, the use of school facilities by community members, and the use of volunteers before initiating any activities.

Program Information and Evaluation

Each instructor should provide participants with general information (such as what happens in inclement weather), an outline, a class roster (see Appendix M), and evaluation forms. Generally, every class or activity sponsored or cosponsored through community education should be evaluated by participants, instructors, and supervisors. These evaluations provide suggestions on each class or activity and may be helpful when reporting to school board members, administrators, advisory council members, and other community members. These evaluations, which reflect recommendations for future activities, should be summarized for the advisory council to review. Appendixes S and T provide samples of evaluation forms.

School districts also should evaluate how school buildings are used by community groups. Figure 15 can be used to track building usage. This information should be compiled annually to assist in evaluating the impact and growth of the total community education program.

Summary

It is important that the school board and other community members be continually informed about community education, both activities and philosophy. Information concerning total volunteers on the advisory council, the number of brochures mailed to the community, the number of building users, and the number of hours the schools are used confirms the need for and helps ensure the success of community education.

Reference

Wisconsin Association of School Boards. *The Focus.* Madison, WI: WASB. February 1987.

Resources 5

Community Education State Organizations

Wisconsin Department of Public Instruction
Community Education Consultant
P.O. Box 7841
Madison, WI 53707-7841
Phone: (608) 266-3566
FAX: (608) 267-1052

Wisconsin Department of Public Instruction
Families in Education Coordinator
P.O. Box 7841
Madison, WI 53707-7841
Phone: (608) 266-9757
FAX: (608) 267-1052

University of Wisconsin-Madison
1025 W. Johnson Street
Madison, WI 53707
Phone: (608) 263-3232

Cooperative Educational Service Agency (CESA) 2
4513 Vernon Blvd., Suite 208
Madison, WI 53705
Phone: (608) 232-2860

University of Wisconsin-River Falls
Community Education Development Center
River Falls, WI 54022
Phone: (715) 425-3759
FAX: (715) 425-4479

Wisconsin Community Education Association
P.O. Box 733
Madison, WI 53701-0733

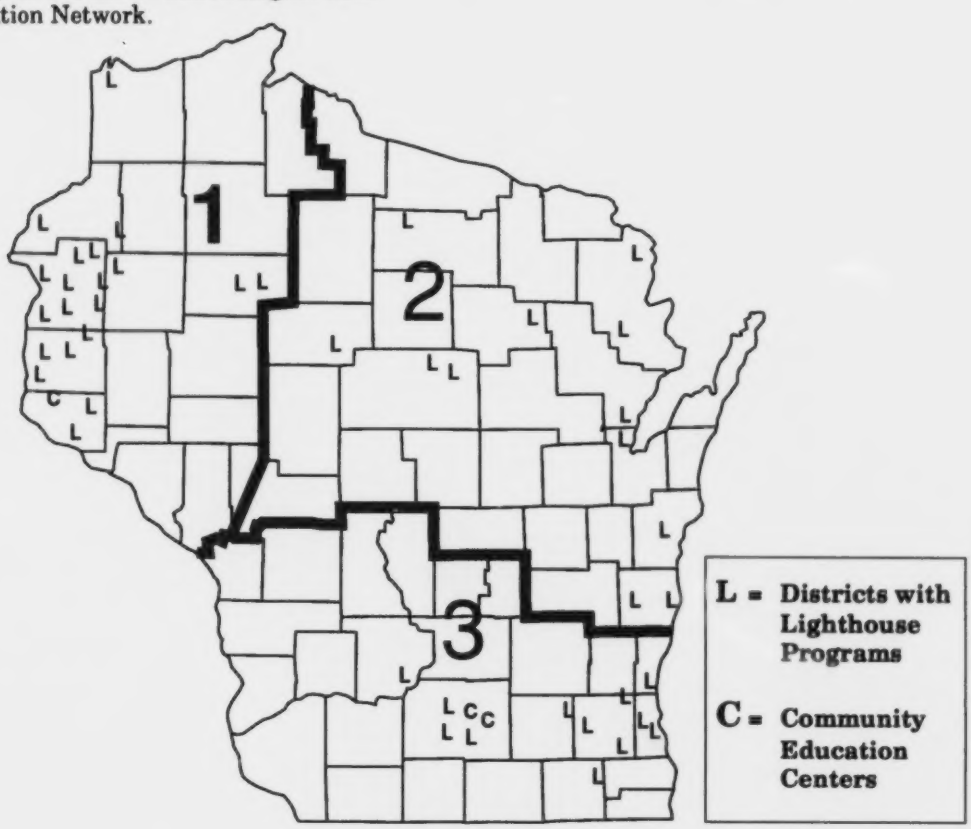
Wisconsin Community Education Association
Outlook editor
P.O. Box 901
Wales, WI 53183
Phone: (414) 968-2564
FAX: (414) 968-5357

Lighthouse Models

School districts participating in community education are spread throughout the state of Wisconsin. As of October 1992, 44 school districts served as lighthouse models for other schools and communities that may wish to get involved. All lighthouse models have incorporated the five components of the Wisconsin Model of Community Education. The following are Wisconsin's 44 lighthouse models.

Three state centers—the Department of Public Instruction, the University of Wisconsin-Madison, and the University of Wisconsin-River Falls—provide consultants and trainers to local school districts. The Wisconsin Community Education Association (WCEA) also provides assistance to school districts. The state association created three community education regions to provide leadership, networking, and training to districts in their areas. Region 1 is the Indianhead Community Education Planning and Assessment Council (ICEPAC), in the northwestern part of the state, Region 2 is in the northeastern part of the state, and Region 3 is the Southern Region Community Education Network.

Amery
Boulder Junction J1
Burlington
Clayton
Clear Lake
Crivitz
Cumberland
D.C. Everest
Ellsworth
Flambeau
Frederic
Grantsburg
Hudson
Kettle Moraine
Ladysmith-Hawkins
Luck
Medford
Menomonee Falls
Milwaukee
Muskego-Norway
New Richmond
Oconomowoc
Oconto Falls
Oregon
Osceola
Plymouth
Pulaski
St. Croix Falls
Sauk Prairie
Sheboygan
Shell Lake
Somerset
Spring Valley
Superior
Turtle Lake
Two Rivers
Unity
Valders
Verona
Waunakee
Wausau
Wauwatosa
White Lake
Whitefish Bay



Selected Model Programs

The following information is compiled from the Department of Public Instruction's 1990-91 and 1991-92 annual reports (PI-8035). Some districts' population figures are estimates, and the K-12 enrollment data is from DPI's information series number 92-4 from 1991-92. (N/A = not available)

Amery School District

555 Minneapolis Avenue South
Amery, WI 54001

Coordinator: Sharon Reund
Telephone: (715) 268-9771, extension 220

Type of district: small city/rural
Population: 9,360
K-12 population: 1,748
Schools: 2 elementary schools, 1 middle school, 1 high school

1991-92 Community Education

Total classes conducted: 76
Total participants: 1,920
Total budget: $54,424 (27 percent fee funded)
Staff members: 59 part-time
Advisory council members: 15
Brochures mailed annually: 20,000

Program Highlights

Youth development program: Two dances for students in nine area high schools were held.

Heritage program: This program promotes global awareness through tours, ethnic food classes, and language classes.

Youth service: The city provided the supplies and students painted a picnic shelter at a city park.

Burlington Area School District

100 North Kane Street
Burlington, WI 53105

Coordinator: Wayne M. Fell
Telephone: (414) 763-8798

Type of district: small city/rural
Population: 18,000
K-12 population: 3,221
Schools: 3 elementary schools, 1 secondary school

1991-92 Community Education

Total classes conducted: 187
Total participants: 8,714
Total budget: $123,858 (23 percent fee funded)
Staff members: 2 full-time, 55 part-time
Advisory council members: 8
Brochures mailed annually: 30,000

Program Highlights

Advertising: Numerous radio ads were produced to market community education programs.

Hands on Animals: Children were given the opportunity to learn what it takes to run a farm.

Exercise: A fitness/aerobics class for disabled community members was provided.

Clear Lake School District

P.O. Box 221
Clear Lake, WI 54005

Coordinator: DeLaine (Heidi) Paulson
Telephone: (715) 263-3339

Type of district: rural
Population: 2,000
K-12 population: 671
Schools: 1 elementary school, 1 secondary school

1991-92 Community Education

Total classes conducted: 39
Total participants: 1,615
Total budget: $24,436 (96 percent fee funded)
Staff members: 12
Advisory council members: 22
Brochures mailed annually: 8,000

Program Highlights

Volunteers: The community carnival and youth parties include volunteers of all ages.

Theater: The community theatre involves residents from high-school age to senior citizens.

Village celebration: Community education sponsored a medallion hunt and other activities during the Heritage Days celebration.

Crivitz School District

P.O. Box 130
Crivitz, WI 54114

Coordinator: Kristine Heidewald
Telephone: (414) 854-2768

Type of district: rural
Population: 4,302
K-12 population: 839
Schools: 2 elementary schools, 2 secondary schools

1991-92 Community Education

Total classes conducted: 61
Total participants: 824
Total budget: $17,091 (100 percent fee funded)
Staff members: 7 part-time
Advisory council members: 10
Brochures mailed annually: 25,000

Program Highlights

Child care: Community education offers a school-age child-care program.

Senior prom: Forty senior citizens participated in this event, which included a polka band.

Recreation program: Community education coordinated the district's recreation program.

D.C. Everest Area School District

6300 Alderson Street
Schofield, WI 54476

Coordinator: Kammy Koelbl
Telephone: (715) 359-4221

Type of district: small city/rural
Population: 21,000
K-12 population: 4,718
Schools: 7 elementary schools, 2 secondary schools

1991-92 Community Education

Total classes conducted: 468
Total participants: 14,790
Total budget: $140,460 (66 percent fee funded)
Staff members: 2 full-time, 77 part-time
Advisory council members: 8
Brochures mailed annually: 33,000

Program Highlights

Intramural program: Community education sponsored the junior high and high school intramural basketball program. There were 32 girls and 74 boys in the program.

Family movie night: More than 100 people attended family movie night, which was held during National Education Week. This activity was to promote family involvement in the schools.

Grandparents luncheon: Elementary school students had the opportunity to bring a grandparent or an adopted grandparent to their school's lunch program.

Flambeau School District

P.O. Box 86
Tony, WI 54563

Coordinator: Chuck Ericksen
Telephone: (715) 532-7760

Type of district: rural
Population: 5,000
K-12 population: 700
Schools: 3 elementary schools, 2 middle schools, 1 high school

1991-92 Community Education

Total classes conducted: 78
Total participants: 1,185
Total budget: $41,000 (48 percent fee funded)
Staff members: 1 full-time
Advisory council members: 24
Brochures mailed annually: 7,600

Program Highlights

The Discovery Group: This program sponsors an intergenerational dance. Students sell crafts for senior citizens, sing Christmas carols to shut-ins, and participate in community fund-raising events. Most participants are at-risk students.

Theater renovation: The community education advisory council and 20 at-risk youths worked together to renovate an old movie theater into a performing arts center and community theater.

Volunteers: Senior citizens are matched with K-12 students in activities including a literacy center, an adult basic skills learning center, and an alternative at-risk high school program.

Frederick School District

301 Birch Street
Frederick, WI 54837

Coordinator: Nancy Buley
Telephone: (715) 327-4221

Type of district: rural
Population: N/A
K-12 population: 688
Schools: 2 elementary schools, 1 secondary school

1991-92 Community Education

Total classes conducted: 48
Total participants: 1,454
Total budget: $9,980 (100 percent fee funded)
Staff members: 12
Advisory council members: 9
Brochures mailed annually: 3,376

Program Highlights

Theater residency: Seventy children participated in this one-week program that sponsored the Prairie Fire Theatre's production of Robin Hood.

Holiday home tour: Eight local homes were open for area residents to view holiday decorations.

Driver's education: This program for senior citizens is held during the summer.

Kettle Moraine School District

P.O. Box 901
Wales, WI 53183

Coordinator: John Hanold
Telephone: (414) 968-4128

Type of district: suburban
Population: 16,000
K-12 population: 3,800
Schools: 6 elementary schools, 1 secondary school

1991-92 Community Education

Total classes conducted: 222
Total participants: 4,430
Total budget: $107,875 (40 percent fee funded)
Staff members: 1 full-time, 31 part-time
Advisory council members: 12
Brochures mailed annually: 64,800

Program Highlights

Newsletter: The community education program mails a community/school newsletter to all district residents nine times each year.

Community breakfast: This program is operated at each of the four elementary schools for people active in the schools.

School/Community Calendar: This includes a comprehensive list of resources, legislators, community activities, and so forth.

Luck School District

810 Seventh Street South
Luck, WI 54853

Director: Sue Mattson
Telephone: (715) 472-2455

Type of district: rural
Population: N/A
K-12 population: 631
Schools: 1 elementary school, 1 secondary school

1991-92 Community Education

Total classes conducted: 140
Total participants: 2,954
Total budget: $22,920 (47 percent fee funded)
Staff members: 94
Advisory council members: 23
Brochures mailed annually: 15,750

Program Highlights

Program coordination: The Luck School District worked with other area school districts to coordinate trips and classes that would have been unavailable without this cooperation.

Oversees effort: The community education program assisted with an area effort to send vegetable seeds to the Commonwealth of Independent States (formerly the Soviet Union).

Recreation path: The advisory council raised more than $7,000 to install a bike/hike path around the school. The Luck Park and Recreation Department, the Village Board, and other groups also helped with this effort.

Menomonee Falls School District

W180 N8130 Town Hall Road
Menomonee Falls, WI 53051

Coordinator: William A. Gromacki
Telephone: (414) 255-8460

Type of district: city/suburban
Population: 30,000
K-12 population: 3,664
Schools: 3 elementary schools, 1 middle school, 1 high school

1991-92 Community Education

Total classes conducted: 1,357
Total participants: 25,750
Total budget: $539,782 (58 percent fee funded)
Staff members: N/A
Advisory council members: N/A
Brochures mailed annually: N/A

Program Highlights

Teen camp: This program for 13- to 15-year-olds is held each summer at the middle school.

Cooperation: The village and school district established a working relationship to improve the purchase of equipment and to use facilities.

Milwaukee School District

5225 W. Vliet Street
Milwaukee, WI 53201-0461

Coordinator: Larry Lennox
Telephone: (414) 475-8180

Type of district: large city
Population: 625,000
K-12 population: 99,381
Schools: 75 elementary schools, 30 secondary schools

1991-92 Community Education

Total classes conducted: 1,977
Total participants: 23,334
Total budget: N/A
Staff members: 39 full-time, 2,500 part-time and volunteer
Advisory council members: N/A
Brochures mailed annually: 765,000

Program Highlights

Children's festival: This annual event at the Summerfest grounds is sponsored by many organizations and attracts 25,000 to 30,000 participants.

Homework help: This tutorial program has 300 volunteers helping students.

Summer youth program: More than 3,700 students participate in enrichment activities for seven weeks at 17 locations.

New Richmond School District

152 East Fourth Street
New Richmond, WI 54017

Coordinator: Robert Heebink
Telephone: (715) 243-7421

Type of district: small city/rural
Population: 8,000
K-12 population: 2,263
Schools: 1 elementary school, 1 middle school, 1 high school

1991-92 Community Education

Total classes conducted: 227
Total participants: 3,398
Total budget: $171,936 (74 percent fee funded)
Staff members: 1 full-time, 43 part-time
Advisory council members: 40
Brochures mailed annually: 22,500

Program Highlights

Tours: This program meets the travel needs of older citizens who are reluctant to drive or are on a limited income. In 1989, 24 tours were conducted.

Adult literacy: Twenty-seven tutors have volunteered to help 15 students on a one-to-one basis.

Adult Developmentally Disabled Recreation Group (ADDRG): Through support from the United Way, this group of citizens is provided an opportunity for social growth in a positive environment. Activities include crafts, dancing, fishing, golf, bowling, and visits to the zoo. About 30 people participate in each event.

Plymouth School District

125 Highland Avenue
Plymouth, WI 53073

Coordinator: Chris Schumacher
Telephone: (414) 893-0987

Type of district: small city/rural
Population: 12,000
K-12 population: 2,415
Schools: 5 elementary schools, 1 middle school, 1 high school

1991-92 Community Education

Total classes conducted: 286
Total participants: 5,329
Total budget: $91,681
Staff members: 1 full-time, 72 part-time
Advisory council members: 14
Brochures mailed annually: 20,700

Program Highlights

Extra-Mile Child: This preschool program operates in two schools. Each center is licensed for 32 students.

Youth classes: Swim lessons, babysitting courses, hair care programs, and lifeguard training are just a few of the many classes offered.

Child care: This program provides child care before and after school to parents with children in kindergarten through fifth grade.

Pulaski Community School District

P.O. Box 36
Pulaski, WI 54162

Coordinator: Emil Ripley
Telephone: (414) 822-3191, extension 247

Type of district: small city/rural
Population: 12,330
K-12 population: 2,776
Schools: 5 elementary schools, 1 middle school, 1 high school

1991-92 Community Education

Total classes conducted: 313
Total participants: 6,025
Total budget: $219,623 (54 percent fee funded)
Staff members: 2 full-time, 111 part-time
Advisory council members: 18
Brochures mailed annually: 19,500

Program Highlights

Aches and pains therapy: Arthritic, disabled, and older residents may participate in this aquatic class.

Senior citizen prom: The district's senior citizens take advantage of the decorations used for the junior prom and hold their own prom the following day.

Pulaski Job Placement Service: Job applications for youths and adults are kept on file, and applicants are notified as appropriate job opportunities become available. Approximately 125 people found full- or part-time employment through this service in 1988.

Sauk Prairie School District

730 Monroe Street
Sauk City, WI 53583

Coordinator: Nancy Breunig
Telephone: (608) 643-3336

Type of district: small city/rural
Population: 11,403
K-12 population: 2,196
Schools: 5 elementary schools, 2 secondary schools

1991-92 Community Education

Total classes conducted: 86
Total participants: 2,218
Total budget: $16,157.19 (97 percent fee funded)
Staff members: 14 part-time
Advisory council members: 15
Brochures mailed annually: 36,600

Program Highlights

Theater group: Community education was instrumental in developing a theater group.

Community Center: The community education advisory council operates the community center, which is a converted elementary school building.

Kids Club: This program provides tutoring and social and recreational programs for latchkey students and is run by retired teachers.

Spring Valley School District

200 Sabin Street
Spring Valley, WI 54767

Coordinator: Mary Lansing
Telephone: (715) 778-5554

Type of district: rural
Population: 4,000
K-12 population: 709
Schools: 3 elementary schools 1 middle school, 1 high school

1991-92 Community Education

Total classes conducted: 78
Total participants: 1,867
Total budget: $17,751 (100 percent fee funded)
Staff members: 34
Advisory council members: 12
Brochures mailed annually: 8,106

Program Highlights

Cardinal Kids Club: Community education and local child-care centers work together to provide school-age child care before and after school.

Walking guide: A mileage map of the high school guides walkers through school halls for exercise.

Business fair: This event was cosponsored by the Chamber of Commerce at the high school. About 400 people attended.

Superior School District

3025 Tower Avenue
Superior, WI 54880

Coordinator: Mary Lou Perham
Telephone: (715) 394-8700

Type of district: city/rural
Population: N/A
K-12 population: 5,681
Schools: 8 elementary schools, 3 secondary schools

1991-92 Community Education

Total classes conducted: 179
Total participants: 2,290
Total budget: $32,120 (100 percent fee funded)
Staff members: 34 part-time
Advisory council members: 12
Brochures mailed annually: 40,500

Program Highlights

Kids in Charge: This learning activity assists families in determining if and when their children are ready to be home alone.

Kids Caring for Planet Earth: This afterschool program offers monthly activities focusing on people and environmental issues such as homelessness, recycling, and cultural diversity.

Nature programs: Community education and local agencies and organizations developed nature programs that focus on events for families.

Unity School District

P.O. Box 307
Balsam Lake, WI 54810

Coordinator: Mark Peacock
Telephone: (715) 825-2131

Type of district: rural
Population: 9,000
K-12 population: 1,205
Schools: 1 elementary school, 1 secondary school

1991-92 Community Education

Total classes conducted: 62
Total participants: 834
Total budget: $24,436 (96 percent fee funded)
Staff members: 44
Advisory council members: 24
Brochures mailed annually: 12,400

Program Highlights

Graduation party: More than 95 percent of the school district's graduating seniors attended the party. This all-night party encourages celebrations without alcohol and other drugs. Swimming, dancing, a magic show, and an auction at 4 a.m. are included.

Child Abuse Prevention: The community education program coordinated a countywide task force in response to concerns from school officials.

Drought help: The Polk County Extension's agriculture agent brought together farmers and businesspeople to discuss the financial effects of the drought and possible local responses.

Verona School District

700 North Main Street
Verona, WI 53593

Coordinator: John Schmidt
Telephone: (608) 845-6451

Type of district: small city/rural
Population: 18,000
K-12 population: 2,918
Schools: 3 elementary schools, 1 middle school, 1 high school

1991-92 Community Education

Total classes conducted: 67
Total participants: 1,149
Total budget: $7,025
Staff members: 27
Advisory council members: 12
Brochures mailed annually: 11,000

Program Highlights

Kids Day Out: The program provides a fun, safe activity for K-8 students weekdays when school was not in session. Approximately 700 students participated in 1991-92.

Family fun and float: Special times were set for families to use the Natatorium in a new, fun way. Root-beer floats were served after swimming.

Business and Education Council: The community education office coordinates the efforts of the Business and Education Council (as part of the Education for Employment program). The Council coordinates a day-a-way program for teachers to visit local employees. The council also initiated the Verona Area Education Foundation as an alternative source of funding programs.

Waunakee Community School District

101 School Drive
Waunakee, WI 53597

Coordinator: Joe Severa
Telephone: (608) 849-2020

Type of district: suburban/rural
Population: 10,000
K-12 population: 1,874
Schools: 5 elementary schools, 5 secondary schools

1990-91 Community Education

Total classes conducted: 121
Total participants: 3,175
Total budget: $73,112 (73 percent fee funded)
Staff members: 35 part-time
Advisory council members: N/A
Brochures mailed annually: 8,200

Program Highlights

Lunch meeting: Each month community members are invited to meet with Dane County Extension personnel about sustainable agriculture.

Ropes: Students, community members, and school personnel participated in a Ropes course and are working to integrate the program into the curriculum. Ropes is a series of challenging outdoor events that is designed to build self-confidence and self-esteem in participants.

Energy conservation: Community education and Madison Gas and Electric Company together sponsored a program on home weatherization.

National Organizations

National Community Education Association
801 North Fairfax Street – Suite 209
Alexandria, VA 22314
Phone: (703) 683-6232
FAX: (703) 683-0161

National Training Center for Community Education
1017 Avon Street
Flint, MI 48503
Phone: (313) 238-0463
FAX: (313) 238-9211

Community Education Service-Learning Center
National Youth Leadership Council
1910 West County Road B – Room 214/216
Roseville, MN 55113
Phone: (612) 631-3672
FAX: (612) 631-2955

International Organizations

International Community Education Association
Alan Blackhurst, Secretary General
Harry Webster, Small Grants Manager
Ann Stapley, Administrative Assistant
CEDC, Lyng Hall, Blackberry Lane
Coventry, England CV2 3JS
Phone: 011-44-203-638-670
FAX: 011-44-203-681-161

Audiovisual Resources

(Some of the following items are available for use on a checkout basis or for purchase through the Wisconsin Department of Public Instruction (DPI). Others are available free of charge from DPI.)

A Gift of Yourself: Elementary Age Child Care Volunteers. Videocassette. Minnesota Department of Education. 1990. 19 min.

Adults and Children Together. Videocassette. Missouri Department of Elementary and Secondary Education. 1989. 10 min.

All the Difference. Videocassette. Youth Service in Minnesota. 1988. 29 min.

Community Education Display Charts (*Bringing Schools and Communities Together, Components of Community Education, Steps for Developing Community Education, The Benefits of Community Education*). Wisconsin Department of Public Instruction.

Community Education in Wisconsin: A Report. Videocassette. UW-River Falls Community Education Development Center. 1988. 12 min.

Community Education Program-D.C. Everest. Slide Program. Developed by D.C. Everest Area School District. 1984.

Community Education, Where We Have Been, Where We Are Going. Audiotape. Jack Minzey, National Community Education Association. 1987.

Community Education-People Helping People. Slide Program. Developed by Alabama Department of Education Community Education Program. 1984.

Community Education: A Profile of Two Communities. Videocassette. Wisconsin Department of Public Instruction. 1981. 25 min.

Satellite Educational Resources Consortium (SERC) Teacher Training and Staff Development Programs (Family and Communication Skills): Videocassettes. Tape 2—John Wherry, president of the Parent Institute, Fairfax Station, VA., Tape 3—William Banach, president of William J. Banach Associates, Romeo, MI. Developed by Wisconsin Educational Communications Board, Wisconsin Department of Public Instruction, the University of Wisconsin-Extension. 1990, 1991.

To Touch a Child. Videocassette. C.S. Mott Foundation. 1965. 29 min.

Families in Education Packets

"Educating Everyone Takes Everyone," 1991, Wisconsin Department of Public Instruction, $15.95.

"Our Children... Wisconsin Cares," 1989, Wisconsin Department of Public Instruction, $15.95.

"The Year of Community Partnerships," 1990, Wisconsin Department of Public Instruction, $15.95.

"The Year of the Family in Education," 1988, Wisconsin Department of Public Instruction, $15.95.

"Visions for the Future," 1992, DPI, $15.95.

Books

Berridge, Robert I. *The Community Education Handbook*. Midland, MI: Pendell Publishing Co., 1973.

Decker, Larry E. and Valerie A. Romney. *Educational Restructuring and the Community Education Process*. Delton, MI: National Coalition for Community Education, 1992.

Decker, Larry E. and Virginia A. Decker. *Home/School/Community Involvement*. Arlington, VA: American Association of School Administrators, 1988.

Pennsylvania School Boards Association. *Bridging Schools and Community*. New Cumberland, PA: Pennsylvania School Boards Association, 1989.

Handbooks and Brochures

(Some of the following items are available for use on a checkout basis or for purchase through the Wisconsin Department of Public Instruction (DPI). Other items are available free of charge from DPI.)

Community Education across America. L. Decker and V. Romney, University of Virginia, 1990.

Community Education in Wisconsin. Wisconsin Department of Public Instruction, 1992.

Community Education: Building Learning Communities. Larry Decker, 1990. Available from the National Community Education Association, (703) 683-6232. $2.50.

Community Education: Mobile Training Institute Resource Handbook. Eugene, OR: Northwest Community Education Development Center, 1975.

Community Education: What is It? Monthly series available from the National Community Education Association, (703) 683-6232.

Families and Education: An Educator's Resource for Family Involvement. Wisconsin Department of Public Instruction, 1991, available from DPI for $16.

How to Organize and Manage School Volunteer Programs. National Volunteer School Program, Inc., 1987.

So You're on the Council. Available from the National Community Education Association, (703) 683-6232. $2.50.

Target Topic Series (11 guidebooks: *Carrying the Message, Charting Your Course, Connecting, Dealing with Dollars, Guide the Program Staff, Involving People, Knowing Your Community, Making it Happen, Measuring Success, Reopening the Doors, Serving the Community*). Available from University of St. Thomas, Community Education Center, 2115 Summit Avenue, P.O. Box 4004, St. Paul, MN 55105. $3.50 each.

The Wisconsin Plan: A State Plan for Development of Community Education in Wisconsin. Wisconsin Department of Public Instruction, 1988.

Appendixes 6

A. *Dorothy Enderis: Milwaukee's "Lady of the Lighted Schoolhouse"*
B. *Interagency Agreement on Community Education*
C. *Wisconsin State Statutes Affecting Community Education*
D. *Sample Steering Committee Resolution*
E. *Sample School Board Resolution to Adopt Community Education*
F. *Sample School Board and Advisory Council Working Agreement*
G. *Sample Policy Statements for School Board*
H. *Sample Advisory Council Constitution and Bylaws*
I. *Sample Needs Assessment Survey*
J. *Sample Telephone Survey to Assess Community Needs*
K. *Sample Community Education Questionnaire*
L. *Sample Community Education Coordinator Job Description*
M. *Sample Student Roster*
N. *Sample Facilities-Use Policies*
O. *Sample Facilities-Use Application*
P. *Sample Program / Instructor Agreement*
Q. *Sample Instructor / Course Confirmation*
R. *Sample Building Supervisor Agreement*
S. *Sample Instructor / Supervisor Evaluation*
T. *Sample Participant Evaluation*
U. *DPI Community Education Annual Report*
V. *Glossary*

Appendix A

Dorothy Enderis: Milwaukee's "Lady of the Lighted Schoolhouse"

Reprinted with permission from *Community Education Journal*, July 1988, pp. 16-17, by George T. Wilson.

Community education has a long and illustrious history in Wisconsin's largest city. In 1910, the Milwaukee Bureau of Economy and Efficiency, created by the Common Council and Socialist Mayor Seidel, tackled 17 major tasks with a series of studies. The last of these was assigned to Roland Haynes, a field secretary for the Playground and Recreation Association of America. Haynes' study looked at (1) what children and adults were doing with their free time, and (2) how the facilities of the Board of School Directors could be adapted for wider use outside of school hours.

It was a small step from Haynes' study to a 1911 extension statute permitting wider use of school buildings, authorized largely by Carroll Pearse, Milwaukee's school superintendent. The state's first community education tax levy (0.2 mills) was passed in 1912.

The Milwaukee school board chose Harold Berg, Dorothy Enderis, Robert Witt, Ludwig Kottnauer, and Julia Welch (all from its educational staff) to implement the program. Berg was chosen to head the newly formed School Extension Department, and, under his direction, Fourth Street and Forest Home Avenue Schools became the first designated "neighborhood recreation" centers.

By 1915, the Milwaukee program began to attract national attention. While much of the organization for playgrounds, ice rinks, movies, and "social centers" was firmly in place by 1920, when Dorothy Enderis succeeded Berg, Milwaukee could hardly have imagined the degree to which community education was to become an integral thread in its fabric.

Dorothy Enderis became a pioneer of public recreation and a promoter of concepts tying education, the community, and recreation together. She seized upon her work with a zealousness that soon saw her seated on many and varied municipal committees. She became internationally known as the "Lady of the Lighted Schoolhouse," a reference to the afterschool activities found in many of Milwaukee's schools.

The Playground and Recreation Association of America, established in 1906, had developed national goals for playgrounds and recreation centers. Enderis vigorously pursued these goals but holistically combined them with nonrecreational municipal concerns, including community health, juvenile delinquency, libraries, bath facilities, regulation of street trades for children, and English and citizenship training for the foreign born.

Over the next few years, thousands of leaders "graduated" from the program's rigorous training, providing a strong support base for the School Extension Department as well as taking the program to other citizens across the country. Close ties were established with the Boy Scouts, the Girl Scouts, Optimists International, and hundreds of other community groups. Enderis realized that socialization—particularly in adult activities—was an important product of the program.

Enderis' "gemutlichkeit" manner with patrons, staff, and politicians, along with her ability to speak either German or English as need dictated, made her a popular figure at city hall, civic clubs, and school board meetings.

In 1935, the School Extension Department became known as the Department of Municipal Recreation and Adult Education. The extension functions of the school system were, by then, more precisely defined and clarified; they encompassed what the public, education professionals, school board members, and municipal officials came to understand as their community role during the Great Depression.

During the Depression years, many Milwaukeeans found themselves with a lot of time and very little money; they turned to the schools in unprecedented numbers seeking heat, light, and activity. Programs under Enderis' direction were creative and imaginative, and she applied the "group-work" process to the problems of the day.

Simply put, the group-work process stressed interaction techniques between leaders and patrons that resulted in self-determined program planning. As with community education, the activity was the means, not the end. The group-work

influence in Milwaukee continued for nearly three decades, providing astonishing results in athletics, arts and culture, ethnic programs, and neighborhood cohesiveness.

During World War II, many department staff members were involved in the war effort, but community education efforts continued. Those who "held the home fort" increased their efforts to address the shifting emphasis toward community service.

Dorothy Enderis made a name for herself, but, more importantly, firmly established Milwaukee a "City of the Lighted Schoolhouse." In her later years, she became particularly interested in outdoor education, and Hawthorn Glen, an in-town nature center, became one of her pet projects. It was appropriate, that when she died in 1952, four years after retiring, she requested that her ashes be scattered about the glen. Milwaukee—the City of the Lighted Schoolhouse—was happy to oblige.

Appendix B

Interagency Agreement on Community Education

Memorandum of understanding between University of Wisconsin System; the Vocational, Technical and Adult Education System; and the state Department of Public Instruction regarding public-school-based community education in Wisconsin.

Introduction

The community education concept, as it has developed in the United States, is closely linked to the public K-12 school and its role in the educational life of a community. Historically, public-school-based community education includes the following characteristics:

- Public schools can and should share responsibility for the total educational environment in a community, one that emphasizes learning as a lifelong process.
- Public schools have major educational facilities, publicly owned and in close proximity to community residents, which can and should be available to expand and enrich educational benefits for all citizens.
- Public schools have a unique status which enables schools to assist and help extend the programs and services of a wide variety of organizations and institutions seeking to enhance community life. Activities which improve community life and help build a sense of community will have a positive effect on the educational program of schools.
- Public school youth as well as the entire community will benefit from an open environment whereby resources and expertise of the community are sought out and are involved as a part of the total educational program of the public schools.

Lead Agency Missions Related to Community Education

Public School Districts and the Department of Public Instruction

The Wisconsin constitution established the Department of Public Instruction under the direction of the state superintendent by providing: "The supervision of public education shall be vested in a state superintendent and such other officers as the legislature shall direct . . ."; (Article X, Section I). The Department of Public Instruction is charged with broad responsibilities for providing educational leadership, assistance, and supervision to local school districts to help them improve the quality of education being provided children in public elementary and secondary schools. The department has been directed by the legislature to assess the condition of the public schools, stimulate interest in education, and to disseminate as widely as possible the means and methods by which our schools can be further improved.

The Department of Public Instruction works closely with local school districts in carrying out its responsibilities through a variety of programs and services designed to provide professional consultation and supervision in all areas of the educational program and the organization and management of the schools; to improve, through continuing research and development, school curriculums and operations; to distribute state funds to supplement local tax resources to assure all children of as equal educational opportunities as possible; to assist handicapped children to receive adequate educational opportunities; to provide guidance and counseling services to all children; to develop school and public library services and resources; and to coordinate and supervise the use of various federal aids.

Extended use of public school facilities is provided for in Wisconsin Statutes 120.13(17-21), 120.61(1-7), 120.10(11), and 66.527. These statutes provide for public use of school buildings at the control and discretion of the local board of education. Included are a broad range of activities such as lectures, entertainment, public meetings, civic, social and recreational activities, and educational activities for adults.

These activities can take place "if such use does not interfere with the prime use of the school property." In addition, the school board may "purchase books, stationery, charts, and other things necessary to conduct such lectures and may designate a person to manage such lectures."

A second area of extended use is through school involvement in recreation activities. Statutes allow schools to "establish, operate, and maintain a department of recreation." There is, in addition, a method by which a local tax levy can be provided for operation of recreational services. Many school districts currently make use of this tax levy.

The University of Wisconsin System

The University of Wisconsin Mission, Chapter 36, Wisconsin Statutes, January 1974 states: "The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth."

The University of Wisconsin-Extension Mission, Chapter 36, Wisconsin Statutes, January 1974 states: "The mission of University of Wisconsin-Extension is to provide, jointly with campuses and centers, a program of outreach designed to bring University of Wisconsin System resources to bear upon the needs and problems confronting the people and institutions of the state and to coordinate this statewide program. Working directly with individuals and community groups, University of Wisconsin-Extension extends continuing education opportunities and campus-based degree credit through a variety of methods and media. It develops, organizes, and imparts knowledge and skills needed by the general public and by such special areas as business, labor, agriculture, government, and the professions.

"Through the Extension, teaching, research, and coordinating mechanisms, the resources of all institutions of the University of Wisconsin System can be applied to needs associated with economic development, equity and justice, health care delivery, environmental quality, intellectual and cultural development, and communication processes. UW-Extension also serves as the state land-grant representative in Extension program relationships with appropriate federal agencies, and it joins with county and other local units of government in the administration of a cooperative University Extension program."

University Extension Work with Counties, Wisconsin Statute 59.87, 1914, states: University Extension Work. (1) Creation. Any county board, in accordance with this section, may establish and maintain an educational program in cooperation with the University of Wisconsin, referred to in this section as "University Extension Program."

(6) Functions. Such University Extension program is authorized under the direction and supervision of the county committee on agriculture and extension education, cooperating with University Extension of the University of Wisconsin, and within the limits of funds provided by the board and cooperating state and federal agencies, to make available the necessary facilities and conduct programs in

- professional and liberal education.
- human resource development.
- economic and environmental development.
- extension work provided for in an act of Congress approved May 8, 1914 (38 Stat. 372) and all acts supplementary thereto.
- any other extension work authorized by local, state, or federal legislation.

The State Board for Vocational, Technical, and Adult Education

The specific mission, as presented in Chapter 38 of Wisconsin statutes, states: The board shall be responsible for the initiation, development, maintenance; and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices; and adult education below the professional level.

The Board of Vocational, Technical, and Adult Education establishes policy for direction of vocational, technical, and adult education programs of the state. Through control of federal and state aids, the agency supervises curriculum standards.

Operational Guidelines

The following statements are common understandings among the three educational agencies as to the role and development of community education.

1. Local public school districts, in the initiation and development of community education, should recognize and support the historical and legislated missions of the UW and VTAE systems. This recognition and support should include close coordination between the sys-

tems, both at the state and local level. Specifically, close attention should be directed at areas in which lead agency responsibilities have been identified in parts B and C of this document. This includes the UW and VTAE systems as lead agencies in the development of adult education programming and UW-Extension System as lead agency in general community development activities.

2. A key leadership position in public schools accountable for carrying out activities and the community education concept at the local level is the community education coordinator. The coordinator, first and foremost, operates as a facilitator rather than a provider, of community education programs and services. In other words, the coordinator cooperatively seeks to identify needs and develop programs and services through existing service systems as a first priority.
3. The local citizen's advisory council for community education should be established to plan, initiate, and coordinate community education efforts. These councils should provide for appropriate input on the part of UW and VTAE personnel.
4. The DPI State Advisory Council for Community Education should include representation by UW and VTAE systems. The State Advisory Council for Community Education is a body, initiated in June of 1977 to provide direction and definition to the development of community education in Wisconsin. The council serves in an advisory capacity to the state superintendent of public instruction and the department's community education unit.
5. A state level interagency committee on community education will be designated by the three agency heads for purposes of 1) establishing communication mechanisms; 2) avoiding duplication of effort, and 3) helping to resolve interagency role conflicts as they arise. Concerns and appeals will be addressed to this committee. If not resolved at this level, appeals will be referred to the heads of the three agencies for resolution.

Interagency Commitment

It is the hope of the undersigned that this memorandum of understanding concerning community education will aid those involved in all three systems to work cooperatively in providing comprehensive educational services to the people of Wisconsin, filling gaps where they may exist, and deferring, supporting, and involving where appropriate.

Herbert J. Grover
State Superintendent
October 1982

Robert M. O'Neil
President, UW System
October 1982

Robert P. Sorensen
State Director, VTAE
October 1982

Wisconsin State Statutes Affecting Community Education

Community Education

66.527 Recreation Authority. (1) Funds for the establishment, operation and maintenance of a department of recreation may be provided by the governing body of any town or school district after compliance with s. 65.90.

(2) (a) Any such governmental unit may delegate the power to establish, maintain and operate a department of public recreation to a board of recreation, which shall consist of 3 members and shall be appointed by the chairman or other presiding officer of the governing body. The first appointments shall be made so that one member will serve one year, one for 2 years, and one for 3 years; thereafter appointments shall be for terms of 3 years.

(b) When 2 or more of the aforesaid governing units desire to conduct, jointly, a department of public recreation, the joint recreation board shall consist of not less than 3 members who shall be selected by the presiding officers of such governmental units acting jointly. Appointments shall be made for terms as provided in par. (a).

(c) The members of any such recreation board shall serve gratuitously.

(d) Such recreation board is authorized to conduct the activities of such public recreation department, to expend funds therefor, to employ a supervisor of recreation, to employ assistants, to purchase equipment and supplies, and generally to supervise the administration, maintenance and operation of such department and recreational activities authorized by the board.

(3) (a) The public recreation board has the right to conduct public recreation activities on property purchased or leased by any such governing unit for recreational purposes and under its own custody, on other public property under the custody of any other public authority, body or board with the consent of such public authority, body or board, or on private property with the consent of its owner, and such board with the approval of the appointing board, may accept gifts and bequests of land, money or other personal property, and use the same in whole or in part, or the income therefrom or the proceeds from the sale of any such property in the establishment, maintenance and operation of recreational activities.

(b) The board shall annually submit to the governing body a report of its activities and showing receipts and expenditures. Such reports shall be submitted not less than 15 days prior to the annual meeting of such governmental unit.

(c) An audit shall be made of the accounts of such recreational board in the same manner as provided for audits for towns or school districts as the case may be.

(d) The persons selected by the recreation board shall furnish a surety bond in such amount as shall be fixed by the governing body.

120.10(11) TAX FOR RECREATION AUTHORITY. Vote a tax for the purposes specified in s. 66.527.

120.12(9) DISCUSSION OF PUBLIC QUESTIONS. Upon the written application of one-half of the electors of the school district, allow the use of the school buildings or grounds for the free discussion of public questions so far as such use does not interfere, in the opinion of the school board, with the prime purpose of the school buildings or grounds.

120.12(10) CITIZEN ASSOCIATIONS. If the citizens of any community are organized into a nonpartisan, nonsectarian, nonexclusive association for the discussion of public questions or for the promotion of public health by instruction in physical culture and hygiene or by physical exercises, grant to such association the use, when not being used for its prime purpose, of a school building or other school district property which is capable of being used in the work of such association, provide free of charge any necessary light, heat and janitor service and make such other provisions as are necessary for the free and convenient use of school buildings or property by the association designates. All such gatherings shall be free to the public.

120.13(13) PRE-KINDERGARTEN CLASSES. Establish and maintain classes for children less than 4 years of age under such regulations as it prescribes. The school board may accept and receive federal funds for such purpose and expend such funds in conformity with the purposes and

requirements thereof. The school board may charge a reasonable fee for attendance at such classes but may waive the fee or any portion thereof to any person who is unable to make payment.

120.13(14) DAY CARE PROGRAMS. Establish and provide or contract for the provision of day care programs for children. The school board may receive federal or state funds for this purpose. The school board may charge a fee for all or part of the cost of the service for participation in a day care program established under this subsection. Costs associated with a day care program under this subsection may not be included in shared costs under s. 121.07(6). Day care programs established under this subsection shall meet the standards for licensed day care centers established by the department of health and social services.

120.13(17) TEMPORARY USE OF SCHOOL PROPERTY. Grant the temporary use of school grounds, buildings, facilities or equipment, upon such conditions, including fees not to exceed actual costs, as determined by the school board, to any responsible person for any lawful nonschool purpose if such use does not interfere with use for school purposes or school-related functions. The school board shall charge a reasonable fee for such use by religious organizations. Fees received under this subsection shall be paid into the school district treasury and accounted for as prescribed under s. 115.28(13). The user shall be primarily liable, and the school board secondarily liable, for any damage to property and for any expense incurred in consequence of any use of school grounds, buildings, facilities or equipment under this subsection.

120.13(19) COMMUNITY PROGRAMS AND SERVICES. Establish and maintain community education, training, recreational, cultural or athletic programs and services, outside the regular curricular and extracurricular programs for pupils, under such terms and conditions as the school board prescribes. The school board may establish and collect fees to cover all or part of the costs of such programs and services. Costs associated with such programs and services shall not be included in the school district's shared costs under s. 121.07(6)

120.13(21) LECTURES. Provide free lectures on educational subjects in school buildings, public library buildings or other suitable places, and provide for the further education of the adult residents of the school district. The school board may purchase books, stationery, charts and other things necessary to conduct such lectures and may designate a person to manage such lectures.

Sample Steering Committee Resolution

The school board needs to pass an enabling resolution; a resolution that states in part, "We will form a citizens' group (steering committee) to study community education, and to study the need for and possible acceptance of such a program for our school district." The resolution should contain budget provisions to finance the study. This resolution indicates the board's interest and support of the concept.

WHEREAS the _____ School District recognizes that education is a lifelong process; and

WHEREAS the facilities of the _____ School District have been designed to facilitate educational functions; and

WHEREAS the facilities of the _____ School District have been provided through the equal taxation of all property holders of the district; and

WHEREAS community education programs are recognized as the best coordinator of facilities to meet community needs; therefore,

BE IT RESOLVED that a steering committee composed of district citizens, designated by the administration, study the need for and the feasibility of a community education program for the _____ School District and further that $_____ be allocated from the district budget to finance such a study.

Appendix E

Sample School Board Resolution to Adopt Community Education

Reprinted with permission from *Community Education: Building Learning Communities.* Larry E. Decker & Associates. Alexandria, VA: National Community Education Association, 1990.

WHEREAS, there is a growing public insistence that all levels of government become more responsive to citizen needs and desires; and

WHEREAS, the amount of tax money and other resources available to meet public demands for facilities, programs, and services is limited; and

WHEREAS, our community has facilities, equipment, and staff organized for the purpose of providing education, recreation, cultural, and service programs for all residents; and

WHEREAS, no cohesive strategy for the development and coordinated use of these community resources has yet been established; and

WHEREAS, a great potential social and economic benefit can be derived from cooperation in facility use and program development for the benefit of all citizens through comprehensive community education programs;

THEREFORE, BE IT RESOLVED that this board endorses community education as an educational process to serve all age groups in the community and to use the total resources of the community to develop education, social, and recreation programs and services needed or desired by community residents.

Sample School Board and Advisory Council Working Agreement

WHEREAS, the _____ School Board supports the concept of community education; and

WHEREAS, the _____ School Board recognizes the cultural, social, recreational, and educational benefits of community education to the public; and

WHEREAS, the _____ School Board heartily encourages the use of community facilities and resources to their utmost potential; and

WHEREAS, the _____ School Board encourages community input into all its policy decisions;

THEREFORE BE IT RESOLVED, that the board recognizes the _____ Community Education Advisory Council and its governing policies as representative of the community, and

BE IT FURTHER RESOLVED, that the School Board and Community Education Advisory Council, through their cooperative efforts, endeavor to enrich the community through the added dimension of community education.

BE IT FURTHER RESOLVED, that the school board endorses the advisory council's continued assessment of needs and resources and that the advisory council solicits community input to develop goals and program priorities, utilizes a group process to resolve community issues, and evaluates the community education activities.

The school board expects regular reports on community education activities and an annual accounting of program goals. This annual report should include a recommendation for resources necessary to meet the upcoming year's goals.

_____	_____
Date	Chairman, School Board
_____	_____
Date	District Administrator
_____	_____
Date	Chairman, Community Education Advisory Council

Sample Policy Statements for School Board

The school board believes that there should be a comprehensive community education program that brings together and coordinates the resources of organizations, agencies, and groups in the community and that promotes efficient use of school and community personnel, buildings, and equipment.

A community education program shall be implemented, subject to compliance with state regulations and guidelines.

The school board recognizes the valuable services that speakers, tutors, and programs such as school and business partnerships and school volunteers provide to the educational process of the schools.

The school district's Volunteers in Education Program shall serve as a catalyst for identifying available speakers, school volunteers, tutors, and school and business partnerships and assist school personnel in the appropriate use of these volunteer services. Procedures for the recruitment, placement, and instruction of volunteers shall be developed, documented, and disseminated to all district personnel.

Sample Advisory Council Constitution and Bylaws

Article 1

Name of Advisory Council / Logo

The official name and logo of the advisory council should be clearly stated and defined.

Article 2

Purpose and Function

Both the general purpose and the specific functions of the council should be outlined. The purpose and functions are developed by each council and will vary from council to council. There are nine major functions that most councils perform.

- planning
- needs/resource assessment
- program development
- finance
- interagency cooperation
- problem solving
- influencing policies
- evaluation
- training

Article 3

Representation and Membership

This article should allow flexibility in representation so that community groups that are not represented can be included.

Article 4

Selection Procedure

The advisory council should be representative of the entire school district. It should have fair representation by gender, age (youths and older persons), geographic area in the district, and ethnicity.

Article 5

Terms of Office

Specific terms of office should be described. If a rotation system is used, the method by which it operates should be spelled out. This article also should include rules for replacement of members who have resigned.

Article 6

Meetings

There should be provisions for regular meetings, specifying when the council meets and the time of the meetings. Also specify quorum requirements for council meetings.

Article 7

Officers

The responsibilities, terms, and methods of selecting officers should be clearly stated. This article should include rules for replacement of officers who have resigned.

Article 8

Committees

Provisions and guidelines for committees should be defined. Each committee should be identified, and the methods for establishing ad-hoc committees should be described. The responsibilities of committees should be outlined in this article.

Article 9

Amendments

This article describes the mechanism for making changes in the bylaws. Methods for proposing amendments and voting requirements should be included.

Appendix I

Sample Needs Assessment Survey

1. How many individuals are in your household? ____

2. Family members' age and sex (indicate number of individuals in each age and sex bracket):

a.	_____	Preschool	Males _____	Females _____
b.	_____	5-14	Males _____	Females _____
c.	_____	15-21	Males _____	Females _____
d.	_____	22-35	Males _____	Females _____
e.	_____	36-60	Males _____	Females _____
f.	_____	61-71	Males _____	Females _____
g.	_____	72-over	Males _____	Females _____

The remainder of this survey is to help us determine citizen interests and opinions. Please make a check for each individual in your household.

3. Are you planning on attending a community education activity during the year?
   ❑ Yes ❑ No

4. If a no has been noted, please check reasons (all that apply).
   - ❑ I am too busy.
   - ❑ I have no interest in these classes.
   - ❑ Courses I am interested in are not offered.
   - ❑ I would like to, but the distance is too great.
   - ❑ Family responsibility does not permit me.
   - ❑ I am unaware of course offerings.
   - ❑ Other _____

5. Check those activities you or family members would probably participate in if they were offered at a suitable time. Each family member may check two choices.

   A. Recreation and Sport Activities
   - ❑ aerobics
   - ❑ bridge
   - ❑ chess
   - ❑ roller skating
   - ❑ modern dancing
   - ❑ square dancing
   - ❑ belly dancing
   - ❑ camping and hiking
   - ❑ tennis
   - ❑ golf
   - ❑ softball
   - ❑ bicycling
   - ❑ sailing
   - ❑ girls' softball
   - ❑ boating safety
   - ❑ yoga
   - ❑ archery
   - ❑ volleyball
   - ❑ basketball
   - ❑ fishing skills
   - ❑ handball
   - ❑ calisthenics/weightlifting
   - ❑ trapping
   - ❑ children's games

B. Home Management and Domestic Skills

- ❑ home repairs
- ❑ landscaping/lawn care
- ❑ gardening
- ❑ sewing skills
- ❑ upholstery
- ❑ how to install/repair phones
- ❑ furniture repair/refinishing
- ❑ interior decorating
- ❑ cooking/baking
- ❑ cake decorating
- ❑ other _____

C. Agriculture Training

- ❑ welding
- ❑ pasture improvement
- ❑ landscaping
- ❑ farm planning
- ❑ slaughtering/ butchering
- ❑ livestock management
- ❑ operating/maintaining equipment
- ❑ crop farming
- ❑ carpentry, electric, plumbing
- ❑ engine repair
- ❑ other _____

D. Enrichment Courses

- ❑ reading improvement
- ❑ speed reading
- ❑ creative writing
- ❑ family finance
- ❑ estate planning
- ❑ income tax procedures
- ❑ getting organized
- ❑ managing your time
- ❑ journalism
- ❑ how to balance a bank statement
- ❑ how to buy stock
- ❑ the metric system
- ❑ photography
- ❑ know your school and its finances
- ❑ oil painting
- ❑ basic design in art
- ❑ quilting
- ❑ woodworking
- ❑ other _____

E. Job Preparation and Job Improvement

- ❑ typing
- ❑ real estate finance
- ❑ shorthand
- ❑ business machines
- ❑ bookkeeping
- ❑ data processing/computers
- ❑ accounting
- ❑ drafting
- ❑ selling techniques
- ❑ medical secretary training
- ❑ appliance repair
- ❑ plumbing
- ❑ sheet metal
- ❑ job placement
- ❑ public speaking
- ❑ communication skills training
- ❑ foreign language
- ❑ business language
- ❑ human relations in business
- ❑ other _____

F. Medical Education and Human Relations

- ❑ what is good health?
- ❑ accident prevention
- ❑ alcohol and other drug abuse education
- ❑ cardiopulmonary resuscitation
- ❑ first aid
- ❑ mental health
- ❑ marriage communications
- ❑ seminar for widow/widower
- ❑ values clarification
- ❑ hygiene
- ❑ how to be a babysitter
- ❑ parent effectiveness
- ❑ seminar for divorced persons
- ❑ what about my heart?
- ❑ overview of hospital functions
- ❑ nutrition
- ❑ planned parenthood
- ❑ teen counseling
- ❑ other _____

G. Crafts

- ❑ woodworking
- ❑ leather crafts
- ❑ decoupage
- ❑ jewelry making
- ❑ creative stitchery
- ❑ knitting/crocheting
- ❑ bead work
- ❑ stained glass

H. High school completion courses: Please list

I. College Credit Courses

- ❑ English
- ❑ math
- ❑ U.S. history
- ❑ history of art
- ❑ speech
- ❑ psychology
- ❑ biology
- ❑ chemistry
- ❑ state/U.S. history
- ❑ astronomy
- ❑ sociology
- ❑ geology
- ❑ philosophy
- ❑ photography
- ❑ literature
- ❑ computer literacy
- ❑ other _____

J. Post graduate college courses you may wish to take

Comments:

K. Enrichment Courses for Teenagers

- ❑ baton twirling
- ❑ communication skills
- ❑ summer theater
- ❑ popular dance
- ❑ gymnastics
- ❑ job-seeking skills

L. Fine Arts
- ❑ community chorus
- ❑ community band
- ❑ community theater
- ❑ other _____

6. Is there a need for child care within the school district?
❑ Yes ❑ No

a. Do you need this service?
❑ Yes ❑ No

b. If you need this service, are you willing to pay for it?
❑ Yes ❑ No

7. What times are the best for you and your family to participate in community education activities?
- ❑ daytime
- ❑ 6 p.m. – 8 p.m.
- ❑ 7 p.m. – 9 p.m.
- ❑ 8 p.m. – 10 p.m.
- ❑ late afternoon (4 p.m. – 6 p.m.)
- ❑ day of week _____
- ❑ time of year _____
- ❑ other _____

8. What is the best way to inform you about community education programs and class offerings? Check all that apply
- ❑ friends or relatives
- ❑ newspaper
- ❑ radio
- ❑ brochures
- ❑ employer
- ❑ other _____

9. Does anyone in your family have any skills or talents they would like to share with others?
❑ Yes ❑ No

If yes, please specify

Name		Phone Number	
Address	City	State	Zip

10. Would anyone in your family be willing to serve as a volunteer for short-term community education or school projects such as vision screening, clerical, classroom help, personal hobbies, and so forth.
❑ Yes ❑ No

If yes, please specify

Name		Phone Number	
Address	City	State	Zip

11. Can you suggest anyone who would teach community education courses?
❑ Yes ❑ No

If yes, please specify

Name		Phone Number	
Address	City	State	Zip
Subject Area(s)			

Name		Phone Number	
Address	City	State	Zip
Subject Area(s)			

12. Would a member of your family serve on the Community Education Advisory Council?
❑ Yes ❑ No

If yes, please specify

Name		Phone Number	
Address	City	State	Zip

Please make any comments that you may choose regarding the community education program.

Sample Telephone Survey to Assess Community Needs

Introductory Statement

Survey Questions

1. What age group do you represent?
   ❑ School age ❑ 18-39 ❑ 40-59 ❑ 60+

2. What is your sex?
   ❑ Male ❑ Female

3. What would be the most convenient time of day for you to attend activities?
   ❑ Before 8 a.m.
   ❑ 8 a.m. – noon
   ❑ noon – 4 p.m.
   ❑ 4 p.m. – 7 p.m.
   ❑ 7 p.m. – 11 p.m.

4. Would you need transportation to participate in activities offered?
   ❑ Yes ❑ No

5. Would the availability of child-care services better enable you to participate in activities?
   ❑ Yes ❑ No

6. Would you be able to pay a reasonable course or activity fee?
   ❑ Yes ❑ No

7. Would you want activities/classes available for all family members at the same time?
   ❑ Yes ❑ No

8. Would you want credit for any courses taken?
   ❑ Yes ❑ No

   If yes, what kind of credit:
   ❑ High school ❑ University ❑ Vocational

9. Do you know of a service to people with disabilities we could provide?
   ❑ Yes ❑ No

10. What activities would you like to see offered in the following areas:

Education			
Yes	No		Comments
❑	❑	High school equivalency	
❑	❑	College courses	
❑	❑	Vocational	

Recreation			
Yes	No		Comments
❑	❑	Team sports	
❑	❑	Summer youth activities	
❑	❑	Weekend gymnasium	
❑	❑	Individual activities	
❑	❑	Exercise	
❑	❑	Swimming	
❑	❑	Other	

Culture			
Yes	No		Comments
❑	❑	Travelogue	
❑	❑	Group trips	
❑	❑	Wisconsin Indian history	
❑	❑	Theater	
❑	❑	Crafts	
❑	❑	Music and dance	

11. If you were going to take a course this fall, what would it be?

12. Do you know of someone with a special talent or skill who might be willing to share it with a group?

Closing Comment

Sample Community Education Questionnaire

1. Check all responses that describe you. If more than one person is responding, check all items that are applicable.

   a. Your sex: ❑ Male ❑ Female
   b. Your age group: ❑ 19-24 ❑ 25-44 ❑ 45-64 ❑ 65+
   c. Children in my household: ❑ 5 and under ❑ 6-12 ❑ 13-18

2. Below are lists of topics. Please indicate with a check those in which a member of your household might participate. You may have more than one check for a given item.

Health
- ❑ New medical developments
- ❑ Nutrition
- ❑ Wellness
- ❑ Managing stress

Family
- ❑ Parenting skills
- ❑ Marriage preparation
- ❑ Childbirth classes
- ❑ Strengthening the family
- ❑ Retirement planning

Finances
- ❑ Financial planning
- ❑ Money management/investment
- ❑ Taxes

Agriculture
- ❑ Farm management
- ❑ Farm economics
- ❑ Agriculture problems

History
- ❑ Tracing your family
- ❑ Local history
- ❑ Wisconsin history

Hobbies and Crafts
Specify _____
_____

Communications
- ❑ Human relations skills
- ❑ Effective communication
- ❑ Public speaking
- ❑ Leadership skills
- ❑ Foreign language: specify

Purchasing/Selling
- ❑ Vehicles
- ❑ Homes
- ❑ Appliances

Equipment Use/Care
- ❑ Vehicle Care
- ❑ Computers

Social Issues
- ❑ National economy
- ❑ World hunger
- ❑ Environmental problems
- ❑ Alcohol and other drug abuse
- ❑ War and peace
- ❑ Pressure on families

- ❑ College Credit Classes

3. My greatest occupational need is information, classes, workshops on: (check as may as apply)
   - ❑ Preparing for a job — Specify _____
   - ❑ Updating present job skills — Specify _____
   - ❑ Changing careers
   - ❑ Career counseling

4. Service and community programs: Check those in which a member of your household might participate.

   a. Special programs **for children**

   - ❑ Child-care opportunities
   - ❑ Play groups
   - ❑ Before-school supervision
   - ❑ Summer recreation programs
   - ❑ Enrichment classes
   - ❑ After-school supervision

   b. Special programs **for teenagers**

   - ❑ Hobby and special-interest groups — Specify _____
   - ❑ Community-sponsored social events
   - ❑ Youth-adult advisory council
   - ❑ Volunteer service opportunities
   - ❑ Work experience programs
   - ❑ Teen center

   c. Special programs **for senior citizens**

   - ❑ Meals on wheels
   - ❑ Transportation
   - ❑ Social activities
   - ❑ Assistance with housework
   - ❑ Volunteer opportunities
   - ❑ Part-time work
   - ❑ Exercise classes
   - ❑ Senior citizen olympics
   - ❑ Interaction between students and older adults in school setting
     Suggestion _____
   - ❑ Other opportunities _____

   d. Special programs **for any age**
   Please put a "C" if a child would participate
   "T" if a teenager would participate
   "A" if an adult would participate

   - ❑ Theater group
   - ❑ Dance classes
   - ❑ Community band
   - ❑ Community orchestra
   - ❑ Local history group
   - ❑ Chorus
   - ❑ Cable TV productions
   - ❑ Writers group
   - ❑ More sports
     Specify which _____

   e. Special programs/services **for individuals with disabilities**
   Specify needs _____
   _____

77

Please check as many as apply in the following set of questions.

5. The best evening of the week for a class or activity is
   Mon. ❑ Tues. ❑ Wed. ❑ Thurs. ❑ Fri. ❑ Sat. morning ❑

6. I would like more classes/programs of the following length
   - ❑ one day or evening
   - ❑ once a week for 6-10 weeks
   - ❑ twice a week for 6-10 weeks
   - ❑ once a week for 2-4 weeks
   - ❑ three times a week for 2-4 weeks
   - ❑ credit courses for an entire semester

7. I would like more community education/technical school programs offered
   - ❑ September-December
   - ❑ January-March
   - ❑ April-May
   - ❑ June-August

8. I would be interested in obtaining information about serving on the Community Education Advisory Council.

Name		Phone Number	
Address	City	State	Zip

Add remarks, observations, comments you feel appropriate.

PLEASE RETURN BY _____

Sample Community Education Coordinator Job Description

Job Goal and Duties

- Utilize the facilities and resources of the _____ School District to meet the needs and interests of people of all ages in the area served by the school district. Coordinates and promotes community education programs that benefit the people of the district.
- Report to district administrator
- Supervise community education staff members and community education secretary

Performance Responsibilities

Policy and Contract Administration

- Administer school board policies concerning use of school facilities with respect to cost, maintenance, and materials
- Develop enrollment procedure for citizens and organize outlets of information concerning programs offered in the school district
- Provide input to citizens' advisory council and district administrator on programming

Planning

- Act as a community broker to match identified citizen needs and existing resources to develop new programs
- Plan for continued community input to identify needs to be met by community education
- Plan development of organizational resources needed in community education programming
- Plan for information dissemination, public relations, and promotion
- Develop districtwide schedule for school facility use outside of the regular K-12 student educational programs

Conflict Resolution

- Interpret and analyze concerns from community education participants
- Mediate differences between regular K-12 educational and community education programming
- Mediate scheduling conflicts between various agencies and between agencies and the schools

Budgeting

- Develop annual community education budget
- Coordinate a fee system for organizations using school facilities with school board policies
- Coordinate a fee system for community education participants

Supervision and Evaluation

- Supervise community education programming
- Evaluate programming based on participation and community needs assessment
- Use existing resources for program development

Staff Relations

- Maintain access to instructors for programming either through organizations or on an individual basis
- Maintain access to volunteers for programming and needs assessment
- Make recommendations for the part-time employment of instructors when need arises

Staff Development

- Conduct orientation program for community education instructors

School-Community Relations

- Maintain good relations with community groups and organizations
- Communicate with local community groups
- Maintain good relations with citizen's advisory council

Curriculum

- Coordinate and develop community education programs as citizens' needs arise
- Keep inventory of existing community education programs and how many participants take part in each program

Other Responsibilities

- Attend all meetings as requested by the district administrator
- Publicize community education programs
- Maintain relations with the Department of Public Instruction's community education coordinator
- Assume other duties and responsibilities as designated by the district administrator

Sample Student Roster

Class: _____
Instructor: _____
Cost: _____

Starting Date: _____ Time: _____
Location: _____ Sessions: _____
Class Dates: _____
_____
_____

Name	Address	Date Enrolled	Phone		Fee Paid
			Home	Work	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

Appendix N

Sample Facilities-Use Policies

Reprinted with permission from Wisconsin Association of School Boards. *The Focus* 4.8 (February 1987).

Sample 1

It is the policy of the Spring Valley Community Schools to encourage the use of school facilities by citizens living in the district. The implementation of this policy requires both individual and community cooperation. School facility rules and regulations shall apply to all property owned and managed by the school district and shall be in effect at all times when the school property is not in use for the regular K-12 programs.

Procedures

1. Obtain facility-use form from the community education office or call the community education office and have a form mailed to you. Forms are available in the principal's office at every public school.
2. Complete facility-use form and return to the community education office either by mail or in person at least ten working days in advance of the proposed date(s) of usage.
3. Community education staff will review the form for information and complete the approval section and establish costs according to the facility-use policy.
4. Copies of the completed form will be sent to the following: applicant, building principal, supervisor of buildings and grounds.
5. Statements for facility-use charges are sent out at the end of the month and payment should be made within 30 days of the date of use.
6. Appeals of questions relating to facility use are to be made to the coordinator of community education.
7. At the first of the month, a list of activities for the month by building will be sent to each building principal and the head custodian.
8. Community education will maintain a facility-use schedule of all facilities available and their schedule of use.
9. Requests for use of pool, grounds, or equipment will utilize the same procedures, and applicants will complete the same form.

General Rules and Regulations

1. All permits shall be revocable and shall not be considered as a lease. The school board or its authorized agent may reject any application or cancel any permit. It may be necessary, on occasion, to pre-empt use for school requirements. Any rejection, revocation, cancellation, or pre-emption of any application permit must have the approval of the district administrator and the coordinator of community education with notification to the user within 48 hours, or sooner if possible.
2. Applicants will be informed by telephone or through their copy of the Contract for Use of School Facilities after approval is completed by the community education office. Billings will be prepared by the community education office for charges or fees pursuant to this policy.
3. If the facility is used for a longer or shorter period of time than indicated, the user will notify the community education office. Failure to notify the community education office of cancellation or reduction in time will result in original charge to user.
4. Regular school activities and organizations of the school shall have first priority in reserving the use of any school facility, provided the facility is reserved ten (10) school days in advance and the community education office is notified of the facility reservation at that time. In the event of unresolved scheduled conflicts, the district administration shall have final determination of use. Other activities for adults shall have third priority. Final priority for users in the same classification will be based on date of reservation for use.
5. A school district employee capable of providing for the security of the school facility and for service to the user must be on duty whenever building facilities are being used. Cost for the school district employee and other charges are billed to the user.

6. Permit holders may not assign, transfer, sublet, or charge a fee for the use of facilities unless expressly provided for in writing from the community education office.
7. Permit holders are responsible to provide competent and adequate supervision for all activities. The school district employee will supervise the operation of the facilities but is not required to supervise a group or its activities. Pool use requires a certified lifeguard.
8. Furniture and equipment owned by the district shall not be moved unless approved by the community education coordinator of the school district and supervised by a building custodian.
9. Any apparatus or other equipment moved into the building must have prior approval of the community education coordinator and must be removed promptly so as not to interfere with the normal school program.
10. Permit holders shall agree to indemnify the school district for any and all damage by any person or persons attending the activity and indemnify the school against any and all liability and any and all damages to any person or persons. Upon request, the permit holder must present a Certificate of Insurance or other evidence of ability to fulfill such indemnity.
11. No smoking is permitted.
12. Responsibility of permit holder: the permit holder shall assume full responsibility for any unlawful act committed in the exercise of the permit. The use of intoxicating beverages or liquors anywhere in and on the premises is prohibited. Persons in attendance must confine themselves to areas assigned. Disorderly conduct is prohibited.
13. All local and state ordinances and laws of the police and fire departments must be observed.
14. Any use of recreational, audiovisual, stage lighting, music, or other school equipment must show item approval on the use permit by the building administrator and community education coordinator prior to the use. Competent equipment operators, approved by the administration, must be available, and any charge will be assessed to the permit holder.
15. The board of education reserves the right to refuse the use of certain school facilities when it determines it would be in the best interest of the community to do so.
16. All users must observe rules for facility use as posted in each building.

Use and Fee Classification

No fees will be charged for school district-sponsored regular, extracurricular, or community education activities. Fees may be charged for nonschool-sponsored activities and nonresident use of facilities. Extra charges for special services may be added to any facility user.

School Use Priority—Activities

1. Sponsored by the school district and staff by employees of the school district. Includes regular school programs or extensions of those programs and extracurricular programs.
2. Other activities sponsored by the school district. Includes activities not a part of the school's regular or extracurricular program, such as PTA and community education.
3. Activities not sponsored by the school district. Includes all nonprofit community organizations whose services are provided to school district residents.

Sample 2

General Policy

It shall be the general policy of the school board to grant the public use of school buildings and grounds to responsible Whitefish Bay adults and organizations with at least 51 percent of their membership residents of Whitefish Bay provided such use does not interfere with the primary purposes of the school programs or the use of school buildings and grounds. This policy may be extended to responsible non-Whitefish Bay organizations if in the opinion of the superintendent and/or director of business services and/or the director of community services the purpose is of such educational or cultural nature to be appropriate to the Whitefish Bay community.

A schedule of fees for all rental will be established that is appropriate to the nature of the organization, the operational costs (for example, utilities, equipment usage, custodial services, supervisory services), plus other special costs.

Building Permits—Responsibilities of Personnel

The following administrators shall have the authority to issue permits for the use of school buildings and grounds during the specified days and times.

Building administrator/director of community services—8 a.m. to 6 p.m. on school days

Director of community services—after 6 p.m. on school days, weekends, holidays, and summer

Applications for building permits are to be made in writing at least 48 hours prior to the date requested. The amount of time and nature of the building use shall be subject to the approval of the school district authorizing the building permit.

Building Supervision

No part of the school buildings shall be used unless at least one adult (preferably a district employee) other than the custodian is in charge. That person must be present from the beginning of the activity and remain until such time as all persons have left the building. The security plans shall be the joint responsibility of the administrator and the superintendent of building and grounds who will schedule additional custodial help as needed.

Rules for Use of Buildings/Grounds

General Restrictions

In the interest of safety and for the protection of district property, certain restrictions will be in effect. These include the following:

- the use of any equipment or materials that might damage any part of a school building or grounds.
- smoking in school buildings.
- the use, sale, or possession of alcohol or other drugs.
- the presence of any person under the influence of alcohol or other drugs.
- the use of open-flame lamps or open-flame candles.

Activities Restrictions

Permits to use district buildings/grounds will **not** be issued for activities that are not appropriate. These include the following:

- raffles, lotteries, and games of chance for gain.
- gatherings for the primary purpose of private or commercial advertising, sales, solicitation, or the display of articles for sale.
- activities other than civic, social, recreational, or educational.
- activities of a profit organization for which admission is charged or a donation is expected of the participants.
- activities that would be detrimental to the safety, health, and well-being of the participants.
- activities that would be in conflict with village ordinances or state or federal laws.

Care of Facilities

Users of the buildings/grounds are responsible for the proper care of facilities and equipment. Unless other arrangements have been made, host organizations are responsible for the cleanup involved when sponsoring banquets, buffets, lunches, and so forth.

Use or Loaning of School Equipment

The outside use of the loaning of district equipment is generally not permitted. However, the director of community services may loan items of small value (for example, basketballs, volleyballs) to responsible community members for worthy community activities.

Administrators may loan to a staff member an item of equipment if the administrator feels such loan will benefit the district. Such loans shall require a signed agreement making the staff member totally responsible for return of the equipment in proper working order.

Student Social Events

The use of school buildings for student social events may be permitted only if sponsored by the school, a parent teacher association, or specifically sanctioned by the Department of Community Services.

Classification of Users

Individuals and organizations requesting the use of the building facilities shall be classified as follows:

Class A—Official School or Village Activities

High school and elementary assemblies, concerts, plays, class projects, teachers' meetings, and so forth all approved by the building principal or director of business services. Public meetings directly initiated by the school board or village board. Community services department activities, meetings, plays, concerts, and so forth.

Class B—Organizations Directly Affiliated with the Schools

PTA, High School Parents' Association, parent group (for example, band parents, choir parents), teacher groups, and any other group directly affiliated with the schools.

Class C—Whitefish Bay Organizations and Individuals

Service clubs, women's club, or other responsible organizations with 51 percent of their membership residents of the school district.

Class D—Non-Whitefish Bay Organizations

All organizations of an educational or cultural nature with less than 51 percent of their membership residents of the school district.

Appendix O

Sample Facilities-Use Application

Name of Organization _____

Facility to be used _____ Time: Enter _____ Leave _____
(Building and Location)

Dates of Use: (List each date you will be using the above facility)

_____

_____

_____

_____

How many in each category

0-6th grade _____

7-12th grade _____

Adult _____

Total _____

Admission Fee: Adult _____ Children _____

Purpose of Use _____

Instructor's Name _____ Phone _____

Additional Information _____

The undersigned applicant agrees to abide by all rules and regulations adopted by the _____ School Board governing the use of school facilities and to see that the same are carried out and obeyed by others, said rules and regulations being made a part and portion hereof by reference: to indemnify and to forever save harmless the school board and its officers, agents, and employees from any and all claims arising out of the use of any of the school facilities of the _____ School District.

CE Number _____

Date of Application _____

Name _____

Address _____

City, ZIP _____

Signature _____

Phone (H) _____ (W-Day) _____

* I verify that over 50% of the group are:
District Residents _____
Non-Residents _____
(Please initial/date the appropriate category)

THIS CONTRACT IS NOT COMPLETE UNTIL YOU RECEIVE AN APPROVED COPY OF THIS APPLICATION.

WHITE — Community Education

GREEN — Supervisor of Buildings/Grounds

YELLOW — Applicant

PINK — Building Principal/CC

GOLD — Community Education

FOR OFFICE USE ONLY

Curriculum Coordinator _____

Approved _____ Disapproved _____

Dates not available

Building Principal (or designee) Date

Community Education Coordinator Date

Fee Charged _____

Custodial Costs _____
*Only for extra custodial time—if needed

Category _____

Sample Program/Instructor Agreement

Date _____

Program _____ Fee _____

Instructor _____ Telephone _____

Address _____

Number of Sessions _____ Starting Date _____ Ending Date _____

Location of Program _____

Suggested Instructor Substitute _____

Address _____ Telephone _____

Class Schedule

1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____	10 _____	11 _____	12 _____
13 _____	14 _____	15 _____	16 _____

Program Details _____
(materials, equipment, personal)

_____

_____

Instructor Obligations:

1. Develop brief outline for each program offered.
2. Assist with registration fee collection.
3. Complete attendance record for each program.
4. Complete student and instructor evaluations for each program.
5. Complete income tax form.
6. Complete request for salary payment.

Salary Rate _____

_____

Prepared By

_____
Coordinator

Date _____

Accepted By

_____
Instructor

Date _____

Appendix Q

Sample Instructor/Course Confirmation

The purpose of this confirmation is to verify the dates of the class or activity that you will be teaching. Our hope is that by utilizing this method, we can receive a commitment from you to teach on the specified dates. We do realize that, on occasion, there are emergencies and changes in individual's lives that are unavoidable. In these cases, call as soon as you are aware of any necessary changes. Technical college teachers will receive payroll information directly from the college, but we ask that you still sign and return our confirmation form.

Please sign the original contract and return it to the community education office as soon as possible. The other copy is for your own records.

I, _____, agree to teach the following community education class during the _____ school year for the school district's community education office. I understand the terms and relationship of working with the community education office. I have read the enclosed information and agree to abide by the indicated rules. If I have any concerns or problems with the dates or the program, I understand that I can contact the community education office to make any necessary changes.

_____ _____

Signature Class

_____

Course Dates

_____ _____

Amount of Pay Total Pay

Sample Building Supervisor Agreement

As the community education building supervisor of the indicated event, I agree to the following terms and conditions:

1. I understand that there is no custodian on duty during these hours and I will be responsible for security and safety in the aforementioned building.
2. In advance of the scheduled event, I will familiarize myself with the facility, such as location of fire alarm, appropriate keys, and lighting and sound systems.
3. I will have available during the event, emergency phone numbers such as local police and fire department. I will be familiar with all necessary emergency procedures.
4. I will see that there is adequate supervision for the kinds of activities that are being held in the building I am supervising.
5. I agree to monitor activities appropriately to see that district facilities are left undamaged and kept secure and that a safe environment is maintained.
6. I will be responsible to lock and unlock all designated areas that are to be used by the group as designated on the "use of facility permit."
7. I will take appropriate action to assure the district that all groups are orderly, abide by all district rules, and act in a reasonable manner.
8. I will be familiar with all district school board policies and procedures related to use of school facilities.
9. I will visually monitor all areas of the building on a regular basis, keeping the security and safety of individuals in mind at all times.

Event	Dates
Building	Time
Signature	Date
Permit #	

Appendix S

Sample Instructor/Supervisor Evaluation

Instructor's name: _____

Course: _____

Location: _____

Date of course: _____

Please comment briefly on the following:

1. Problems encountered that had an effect on course or student progress

2. Recommendations for improvement of the course

3. Adequacy of texts or other materials from resource office

4. Help I received from the community education office

5. Classroom facilities

7. Recommendations of other courses that we should offer

6. Other comments

Sample Participant Evaluation

Class _____

Dates _____

Instructor _____

Student enrollment _____

How satisfied are you with the following:	Satisfied	Dissatisfied	Unsure
1. The overall quality of instruction in this class or activity?	❑	❑	❑
2. The content of this course?	❑	❑	❑
3. The long-range value of the class?	❑	❑	❑
4. The meeting room or facilities used for this program?	❑	❑	❑
5. The instructor's enthusiasm for his/her interest area?	❑	❑	❑
6. Day and time of this course?	❑	❑	❑

7. Were there any expenses you did not anticipate? If so, what were they?

8. What recommendations do you have for improving this course?

9. Do you have suggestions for new programs or classes and possible instructors?

10. If you found any areas unsatisfactory, please explain.

11. Write any additional comments or suggestions concerning this course or the community education program.

Appendix U

DPI Community Education Annual Report

I. GENERAL INFORMATION

School District | District Number | CESA Number

Community Education Director Reports to: *Name and Title* | Office Telephone *Area/No.*

Community Education Office Address *Street, City, ZIP* | VTAE District

Name of Person Completing Report | Title | Telephone *Area/No.*

II. PROGRAM INFORMATION

1. % of Time in Community Educ. Director/Coordinator

2. Hours Per Week: Dir./Coord | Clerical

3. Total No. of Households

4. Total District Population

5. No. of School Permits issued in 1991-92

6. a. Total No. of Brochures Mailed _____

   b. No. of Times Per Year

7a. No. of Hrs. school buildings were used by community in 1991-92 _____ Hrs.

   b. No. of buildings used by Community Educ.
   _____ Elementary
   _____ Secondary

8. Budget Summary *1991-92*
   Total Expenditures ..... $ _____
   Source of Funds
   a. Tax Levy ..... $ _____
   b. Fees ..... $ _____
   c. Grants ..... $ _____
   d. Other ..... $ _____

9. ☐ Yes ☐ No Do you have a written school board policy regarding Community Education?

10. ☐ Yes ☐ No Does the Community Education Advisory Council meet at least four times a year?
    No. of Times Per Year _____ Total Council Membership _____

11. Do you operate in a cooperative effort with the following agencies:
    ☐ Yes ☐ No University Extension
    ☐ Yes ☐ No Technical College *Specify* _____
    ☐ Yes ☐ No Park and Recreation
    ☐ Yes ☐ No Social Services Agency
    ☐ Yes ☐ No Library Services
    List any others: _____

12. Total Pool Admissions

13. Total Swim Classes

14. Community Education Activities/Classes Summary
List totals for 1991-92 school year.

Year	Recreation	Social/ Cultural	Enrichment or Lifelong	Voc./Tech. College	Parent Education	Econ. Develop.	Youth Classes	Average Hourly Class Fee
	Number of Activities/Classes that Ran							
1991-92								$_____ an hour
	Number of Persons Enrolled							
1991-92								Total No. of Com. Ed. Instr./Supvrs.

Number of :

a. At Risk Youth Served	b. Bus./Com. Partnerships (Adopt-A-Schools, etc.)	c. Com. Speakers for K-12 Instructors	d. Special Events	e. Participants At Special Events

Age of Participants

	a. Birth to 5 Years	b. K-12th Grade	c. Adults under 55 yrs.	d. 55 yrs. and Older	e. Total
No.					
%					100%

III. NARRATIVE

1. Describe any new or innovative programs that occurred during 1991-92:

2. Describe last years' highlights of your community education program:

3. Describe how your program includes involvement by residents of all ages, ethnic background, and disabilities:

IV. COMMUNITY EDUCATION MANAGEMENT

Yes	No		Yes	No	
❑	❑	1. Advisory Council membership is representative of the school district population.	❑	❑	8. Inservice training is provided to Advisory Council members on a regular basis.
❑	❑	2. Advisory Council meets at least four times per year.	❑	❑	9. Minutes of all Advisory Council meetings are available to the general public.
❑	❑	3. Advisory Council has constitution, bylaws, and other operational documents.	❑	❑	10. Community Education has an on-going needs/resource assessment process.
❑	❑	4. Goals and objectives are developed with significant Advisory Council involvement.	❑	❑	11. Community Education has an on-going evaluation process.
❑	❑	5. Community Education budgets are developed with significant Advisory Council involvement.	❑	❑	12. Community Education is involved in the scheduling of community activities that take place in school facilities.
❑	❑	6. Community Education programs and activities are developed with significant Advisory Council involvement.	❑	❑	13. Community Education has a written policy concerning the use of school facilities.
_____		7. Number of Council Members.	❑	❑	14. School Board resolution supporting Community Education exists.

V. VOLUNTEERS/YOUTH SERVICES/ETC.

1. _____ Number of volunteers

2. _____ Number of volunteer hours

3. ❑ Yes ❑ No Do you operate an Extended Day/Latch Key Program?
   If yes,
   a._____ Number of students registered
   b._____ Number of buildings used
   If no, does another agency operate a program?
   ❑ No ❑ Yes _____ No. of Bldgs. _____ No. of participants

4. ❑ Yes ❑ No Do you operate a Youth Services Learning Program?
   If yes,
   _____ Number of students
   _____ Number of hours

Sample of assessments completed the past two years. *Attach if necessary.*

VI. SIGNATURES

I HEREBY CERTIFY that the information provided is true and correct to the best of my knowledge.

Signature—Advisory Council Chairperson ➤	Date	Signature—Chairperson/Clerk of School Board ➤	Date
Signature—Community Education Director ➤	Date	Signature—District Administrator/Designee ➤	Date

Appendix V

Glossary

Community: a group of people in a definable geographic area who share common interests, ideas, social customs, governmental structures, or economic interests and resources.

Community agencies: nonprofit organizations that serve the community.

Community center: Nonschool based—a location within the community that provides education and related services in a building not affiliated with the public school district.

Community education: a philosophical concept that serves the entire community by providing for the social, educational, recreational, and cultural needs of its community members. It utilizes the local school or some other agency to serve as a catalyst to bring appropriate resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop community processes toward the goal of self-actualization.

Community Education Advisory Council: a citizen group representing a cross-section of the community; involved in identifying community needs and interests, determining what community resources are available, utilizing resources to meet needs, and evaluating results.

Community Education Coordinator: a qualified trained professional whose primary function is to work closely with the community and schools in identifying needs and in generating and coordinating activities, programs, and services in cooperation with related community agencies and organizations.

Community Education Training Center: an institution of higher education that provides programs to train people to plan and operate community education programs.

Community School: a local school that provides a facility for total community use by citizens of all ages, including but not limited to: 1) regular educational programs for school-age children; 2) expanded and enriched, year-round programs for youths; 3) educational, recreational, cultural, and social programs for preschool, adult, and senior members of the community; 4) procedures that encourage the involvement of the community solving its own problems and in improving the quality of life within the community; 5) providing initiative and leadership in the delivery and coordination of community programs and services. Community schools work cooperatively with all agencies, organizations, and institutions that serve the community to promote and strengthen their services and programs, and to help them be more responsive to community needs.

"Lighted Schoolhouse": the concept of keeping schools open for use by the public during hours the K-12 program is not in session.

Lighthouse Model: this term describes schools that have an approved community education program and meet the five components of the Wisconsin Model of Community Education.

Community Education and Related Materials

If you would like additional copies of *Community Education: A Resource and Planning Guide*, please send prepaid (Visa/MasterCard or check) orders to:

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee, WI 53293-0179

Or, place Visa/MasterCard orders via a toll-free call (800) 243-8782 between 8 a.m. and 4 p.m. Central time.

Title	Bulletin #	Cost	Copies	Total
➥ ***New***				
Community Education: A Resource and Planning Guide	3176	$16**	_____	$_____
➥ ***Related Titles***				
Packets:				
Visions for the Future	2054	$15.95	_____	$_____
The Year of the Family in Education	8044	$15.95	_____	$_____
Our Children... Wisconsin Cares	0913	$15.95	_____	$_____
The Year of Community Partnerships	0025	$15.95	_____	$_____
Educating Everyone Takes Everyone	1924	$15.95	_____	$_____
Order all five sets and save $29.80	8045	$49.95	_____	$_____
Families and Education: An Educator's Resource for Family Involvement	1406	$16**	_____	$_____
			Subtotal	$_____
			****WI residents, deduct 50%**	$_____
			*****Shipping/handling**	$ 3.50
			WI residents, add 5.5% sales tax	$_____
			TOTAL	$_____

*****Orders over $200, please call for shipping costs.**

Please check all totals. Allow four weeks for delivery. Wisconsin residents include 5.5% sales tax on items and shipping. All orders are shipped United Parcel Service (UPS). Foreign orders should specify methods of shipment and must include payment sufficient to cover shipping costs.

Please rush my order to:

Your name/Agency name _____

Street address _____

City _____ State _____ Zip _____

Daytime telephone ( ) _____

❑ **Check Enclosed** ❑ **Visa** ❑ **MasterCard**

Expiration date: ____ /_____

Card number: _ _ _ _ – _ _ _ _ – _ _ _ _ – _ _ _ _

Signature: _____

❑ YES! Send me a copy of the latest *DPI Publications* catalog.

10/92

WISCONSIN
DPI